

CAPILANO UNIVERSITY			
COURSE OUTLINE			
TERM: Fall 2015		COURSE NO: POLITICAL STUDIES 208	
INSTRUCTOR: TBA		COURSE NAME: ABORIGINAL POLITICS IN CANADA	
OFFICE:	LOCAL:	SECTION NO(S):	CREDITS: 3
E-MAIL:			
OFFICE HOURS:			

COURSE FORMAT: Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15 week semester, which includes two weeks for final exams.

COURSE PREREQUISITES: None. Note: Students who receive credit for POL 208 cannot receive credit for POL 308.

This course serves as a Canadian studies credit

COURSE OBJECTIVES: Justice for Canada's Aboriginal peoples, given the devastating impact of colonialism upon their lives, is both a moral and political imperative. This course takes up that question of justice, by examining both how the political power of the Canadian state has been utilized through historical time to marginalize Aboriginal peoples and how political power is now being used by Aboriginal peoples and their supporters to achieve their goal of political emancipation.

Through class activity, guest speakers, Elders, films, and readings, students will come to understand, appreciate, and take positions themselves on the important political challenges presented by colonialism and Aboriginal policy, Aboriginal political identity and nationalism, self-government, treaties, and court decisions on Aboriginal rights and title. In doing so, the course strives to equip students with the understanding necessary to appreciate the nature of the claims that Aboriginal people bring to their engagement with the Canadian state.

COURSE LEARNING OUTCOMES:

Upon successful completion of this course students will be able to:

- Define and articulate the connections between key concepts such as colonialism, Aboriginal political identity, nationalism, self-government, Aboriginal rights and title.
- Identify and critically analyse, from both Western and Aboriginal perspectives, the role of each of Canadian government policy, judicial interpretations of Aboriginal rights and title, and treaty negotiations in increasing prospects for an enhanced quality of life for Aboriginal peoples.
- Research, document, synthesize, and evaluate information about Aboriginal peoples from library, online, and media sources.
- Design and write a research paper on a selected aspect of Aboriginal political life within Canada.

REQUIRED TEXT TO PURCHASE:

King, Thomas. *The Inconvenient Indian: A Curious Account of Native People in North America*. Canada: Doubleday, 2012.

REQUIRED TEXTS ON RESERVE IN THE LIBRARY:

Frideres, James S. *First Nations in the Twenty-First Century*. Don Mills: Oxford University Press, 2011.

Long, David, and Olive Patricia Dickason, eds. *Visions of the Heart: Canadian Aboriginal Issues, Third Edition*. Don Mills: Oxford University Press, 2011.

Tomsons, Sandra and Lorraine Myer, eds. *Philosophy and Aboriginal Rights: Critical Dialogues*. Don Mills: Oxford University Press, 2013.

(Three copies of each of the above three texts are on reserve)

RECOMMENDED TEXT ON RESERVE IN THE LIBRARY:

Schouls, Tim. *Shifting Boundaries: Aboriginal Identity, Pluralist Theory, and the Politics of Self-Government*. Vancouver: UBC Press, 2003 (also available in an e-version).

ALL ADDITIONAL REQUIRED READING IS LINKED TO THE COURSE MOODLE SITE

COURSE CONTENT:**Content/Readings****1. Introduction: Course Framework and Guiding Questions***Readings:*

Tababodong, Rebecca. "Reconciliation," in Bird, Land, and MacAdam, eds., *Nation to Nation: Aboriginal Sovereignty and the Future of Canada*. Toronto/Vancouver: Irwin Publishing, 2002. (Moodle site)

Anaya, James. *Report of the Special Rapporteur on the rights of indigenous peoples: The situation of indigenous peoples in Canada*. United Nations General Assembly: Human Rights Council, 2014. (Moodle site)

Recommended Reading:

Brooks: Stephen. "Chapter 16: Aboriginal Politics," in *Canadian Democracy, Seventh Edition*. Don Mills: Oxford University Press, 2012. (Moodle site)

2. The Aboriginal Peoples of Canada: The Challenge of Identity*Readings:*

Frideres, James S. "Chapter 2, Who Are You?" in *First Nations in the Twenty-First Century*. Don Mills: Oxford University Press, 2011. (Library reserve)

Alfred, Taiaiake. "A Short Selection," in *Wasase: indigenous pathways of action and freedom*. Peterborough: Broadview Press, 2005. (Moodle site)

Discussion Reading – Interlude #1: Images and Identity

King, Thomas. “Prologue: Warm Toast and Porcupines,” “Chapter 1, Forget Columbus,” “Chapter 2, The End of the Trail,” and “Chapter 3, Too Heavy to Lift,” in *The Inconvenient Indian: A Curious Account of Native People in North America*. Canada: Doubleday, 2012.

Recommended Reading:

Schouls, Tim. “Chapter 1, Identity Politics and Pluralist Theory,” and “Chapter 2: Approaches to Aboriginal Identity,” in *Shifting Boundaries: Aboriginal Identity, Pluralist Theory, and the Politics of Self-Government*. Vancouver: UBC Press, 2003. (Library reserve)

3. Government Policy - Past and Present Objectives*Readings:*

Frideres, James S. “Chapter 1, Knowing Your History,” in *First Nations in the Twenty-First Century*. Don Mills: Oxford University Press, 2011. (Library reserve)

Belanger, Yale. “Chapter 5, The Indian Act and Indian Affairs in Canada,” in *Ways of Knowing: An Introduction to Native Studies in Canada*. Toronto: Nelson, 2014. (Moodle site)

Greene, Janice. “What Mauchibinesse Taught Me About Aboriginal Rights,” in Sandra Tomsons and Lorraine Mayer, eds., *Philosophy and Aboriginal Rights: Critical Dialogues*. Don Mills: Oxford University Press, 2013. (Library reserve)

Discussion Reading – Interlude #2: Inconvenient and Present

King, Thomas. “Chapter 4, One Name to Rule Them All,” “Chapter 5, We Are Sorry,” and “Chapter 6, Like Cowboys and Indians,” in *An Inconvenient Indian: A Curious Account of Native People in North America*. Canada: Doubleday, 2012.

4. Government Policy: Residential Schools, Truth, and Prospects for Reconciliation*Readings:*

Frideres, James S. “Chapter 4, Aboriginal Residential Schools: Compensation, Apologies, and Truth and Reconciliation,” and “Chapter 5, Intergenerational Trauma,” in *First Nations in the Twenty-First Century*. Don Mills: Oxford University Press, 2011. (Library reserve)

Discussion Readings:

Sellars, Bev. “Chapter 4, I Got Religion but What Did it Mean?” and “Chapter 7, Pain, Bullying, but also Pleasure,” in *They Called Me Number One: Secrets and Survival At An Indian Residential School*. Vancouver: Talon Books, 2013. (Moodle site)

5. Colonialism and the Aboriginal Sovereignty Movement

Readings:

Ladner, Kiera. "Rethinking Aboriginal Governance," in Janine Brodie and Linda Trimble, eds. *Reinventing Canada: Politics of the 21st Century*. Toronto: Prentice Hall, 2003. (Moodle site)

Henderson, James (Sakej) Youngblood. "Treaty Governance," in Yale D. Belanger, ed. *Aboriginal Self-Government in Canada: Current Trends and Issues, 3rd Edition*. Saskatoon: Purich Publishing Limited, 2008. (Moodle site)

Alfred, Taiaiake. "First Words," in, *Wasase: indigenous pathways of action and freedom*. Peterborough: Broadview Press, 2005. (Moodle site)

Turner, Dale. "White and Red Paper Liberalism," in Sandra Tomsons and Lorraine Myer, eds. *Philosophy and Aboriginal Rights: Critical Dialogues*. Don Mills: Oxford University Press, 2011. (Library reserve)

Recommended Reading:

Schouls, Tim. "Chapter 3, Aboriginal Culture, Nation, and the Politics of Difference," in *Shifting Boundaries: Aboriginal Identity, Pluralist Theory, and the Politics of Self-Government*. Vancouver/Toronto: UBC Press, 2003. (Library reserve)

6. Canadian Attitudes and Liberal Responses: Aboriginal Sovereignty within Canada?

Readings (read two of three):

Wayne Warry, "Racism and Paternalism, The Notion of Aboriginal Rights," in *Unfinished Dreams: Community Healing and the Reality of Aboriginal Self-Government*. Toronto: University of Toronto Press, 1998. (Moodle site)

Will Kymlicka. "Citizenship, Communities, and Identity in Canada," in James Bickerton and Alain-G. Gagnon, eds. *Canadian Politics, 6th edition*. Toronto: University of Toronto Press, 2014. (Moodle site)

Royal Commission on Aboriginal Peoples. "Chapter 16: The Principles of a Renewed Relationship," in *Volume 1: Looking Forward, Looking Back*. Ottawa: Minister of Supply and Services Canada, 1996. (Moodle site)

Readings: (read two of three):

Flanagan, Tom. "Update 2008," in *First Nations? Second Thoughts, Second Edition*. Montreal & Kingston: McGill-Queen's University Press, 2008. (Moodle site)

Cairns, Alan C. "Citizenship and Indian Peoples: The Ambiguous Legacy of Internal Colonialism," in Engin F. Isin and Bryan S. Turner, eds. *Handbook of Citizenship Studies*. London: Sage Publications, 2002. (Moodle site)

Gibson, Gordon. "Chapter 3, The existing situation," in *A New Look at Canadian Indian Policy: Respect the collective – Promote the Individual*. Vancouver: Fraser Institute, 2009. (Moodle site)

7. Mid-Term Exam Week

8. Aboriginal Title, Governance, and Treaty Rights: The Canadian Courts

Readings:

Coates, Ken. "Chapter 4, Prelude to Marshall: Aboriginal and Treaty Rights in Canada," in *The Marshall Decision and Native Rights*. Montreal & Kingston: McGill-Queen's University Press, 2000. (Moodle site).

Frideres, James S. "Chapter 8, The Duty of Government and Fiduciary Responsibility," in *First Nations in the Twenty-First Century*. Don Mills: Oxford University Press, 2011. (Library reserve)

Supreme Court of Canada. *Tsilhqot'in Nation v. British Columbia*. 2014 SCC44 (Moodle site)

Coates, Kenneth and Dwight Newman. *The End is not Nigh: Reason over alarmism in analysing the Tsilhqot'in decision*. Ottawa: Macdonald-Laurier Institute, September, 2014.

9. Aboriginal Title, Governance, and Treaty Rights: Aboriginal Perspectives

Reading:

McNeil, Kent. "Indigenous Nations and the Legality of European Claims to Sovereignty over Canada," in Sandra Tomsons and Lorraine Mayer, eds. *Philosophy and Aboriginal Rights: Critical Dialogues*. Don Mills: Oxford University Press, 2011. (Library reserve)

Henderson, James (Sa'kej) Youngblood, and Jaime Battiste. "How Aboriginal Philosophy Informs Aboriginal Rights," in Sandra Tomsons and Lorraine Mayer, eds. *Philosophy and Aboriginal Rights: Critical Dialogues*. Don Mills: Oxford University Press, 2011. (Library reserve)

John Borrows. "Chapter Four, Nanabush Goes West: Title, Treaties, and the Trickster in British Columbia," in *Recovering Canada: The Resurgence of Indigenous Law*. Toronto: University of Toronto Press. (Moodle site)

10. Treaties (With emphasis on British Columbia)

Readings:

Jai, Julie. *The Journey of Reconciliation: Understanding Our Treaty Past, Present, and Future*. Ottawa: Caledon Institute of Social Policy, January, 2014. (Moodle site)

Borrows, John. "An Analysis of and Dialogue on Indigenous and Crown Blockades," in Sandra Tomsons and Lorraine Mayer, eds. *Philosophy and Aboriginal Rights: Critical Dialogues*. Don Mills: Oxford University Press, 2011. (Library reserve)

Mckee, Christopher. "Chapter 2, The Process of Treaty Making," in *Treaty Talks in British Columbia: Building A New Relationship, Third Edition*. Vancouver/Toronto: UBC Press, 2009. (Moodle site)

B.C. Treaty Commission. *Recommendation 8: First Nations resolve issues relating to overlapping traditional territories among themselves*, Annual Report, Vancouver, B.C. Treaty Commission, 2014. (Moodle site)

B.C. Treaty Commission. *What's in these treaties? A plain language guide to the Tsawwassen First Nation Treaty and Maa-Nulth First Nation Treaty*. Vancouver: BC Treaty Commission, 2008. (Moodle site)

Alfred, Taiaiake. "Modern Treaties: A Path to Assimilation?" in *Peace, Power, Righteousness: an indigenous manifesto, Second edition*. Don Mills: Oxford University Press, 2009) (Moodle site)

11. Aboriginal Self-Government

Readings:

Frideres, James S. "Chapter 9, Self-Government, Aboriginal Rights, and the Inherent Right of First Nations Peoples," in *First Nations in the Twenty-First Century*. Don Mills: Oxford University Press, 2011. (Library reserve)

Coates, Ken S. and W.R. Morrison. "From Panacea to Reality: The Practicalities of Canadian Aboriginal Self-Government Agreements," in Yale D. Belanger, ed. *Aboriginal Self-Government in Canada: Current Trends and Issues, 3rd Edition*. Saskatoon: Purich Publishing Limited, 2008. (Moodle site)

Canada, British Columbia, Tsawwassen First Nation. "Chapter 16 – Goverance" in *Tsawwassen First Nation Final Agreement*. Signed December 8, 2006. (Moodle site)

Recommended Reading:

Schouls, Tim. "Chapter 5: Aboriginal Boundaries and the Demand for External Equality," in *Shifting Boundaries: Aboriginal Identity, Pluralist Theory, and the Politics of Self-Government*. Vancouver/Toronto: UBC Press, 2003. (Library reserve)

12. Political Power and Aboriginal Women

Readings:

Voyageur, Cora J. "First Nations Women in Canada," in David Long and Olive Patricia Dickason, eds. *Visions of the Heart: Canadian Aboriginal Issues, Third Edition*. Don Mills: Oxford University Press, 2011. (Library reserve)

Anderson, Kim. "Affirmations of an Indigenous Feminist," in Cheryl Suzack, Shari M. Huhndorf, Jeanne Perreault, and Jean Barman, eds. *Indigenous women and feminism: Politics, Activism, Culture*. Vancouver/Toronto: UBC Press, 2010 (Moodle site)

Recommended Reading:

Schouls, Tim. "Chapter 4: Aboriginal Women, Youth, and the Priority of Individual Choice," and "Chapter 6: Aboriginal Identity and the Desire for Internal Equality," in *Shifting Boundaries: Aboriginal Identity, Pluralist Theory, and the Politics of Self-Government*. Vancouver/Toronto: UBC Press, 2003 (Library reserve)

13. The Politics of Interdependence: Now and into the Future*Discussion Reading – Interlude #3: We Are All Here To Stay*

King, Thomas. "Chapter 7, forget About It," "Chapter 8, What Indians Want," "Chapter 9, as Long as the Grass is Green," and "Chapter 10, Happily Ever After," in *The Inconvenient Indian: A Curious Account of Native People in North America*. Canada: Doubleday, 2012.

Recommended Readings:

Newhouse, David, and David Long. "Conclusion: Reconciliation and Moving Forward, A Dialogue Between David Newhouse and David Long," in David Long and Olive Patricia Dickason, eds., *Visions of the Heart: Canadian Aboriginal Issues, Third Edition*. Don Mills: Oxford University Press, 2011.

Warry, Wayne. "Conclusion: The River," in *Ending Denial: Understanding Aboriginal Issues*. Toronto: University of Toronto Press, 2008 (Moodle site)

EVALUATION PROFILE:	Participation	10%
	4th hour assignments:	
	Journal #1, #2, #3 (5% each)	15%
	Midterm exam	25%
	Paper	25%
	Final exam	25%
	Total	100%

GRADING PROFILE:

A+ = 90 - 100%	B+ = 77 - 79%	C+ = 67 - 69%	D = 50 - 59%
A = 85 - 89%	B = 73 - 76%	C = 63 - 66%	F = 0 - 49%
A- = 80 - 84%	B- = 70 - 72%	C- = 60 - 62%	

COURSE REQUIREMENTS:

Participation: Students are expected to attend class and to complete the weekly readings. Participation grades will be based on attendance, contribution to class discussions, and the ability to raise critical questions and ideas in class. Participation constitutes **10%** of the total grade.

Fourth Hour Assignment: **Journal #1, #2, and #3**

Each student will write a journal consisting of **three** entries, **one** submitted early in the term and **two** submitted in the last week of class. These entries must describe your own personal developing understanding of the course subject matter beginning from the second session of the course through to the course's conclusion. The journal is to set out your thoughts, reactions, reflections, and concerns as you proceed through the course and as you take account the following: 1) Early reflections on what you have been taught about Aboriginal and Canadian histories and politics prior to registering in this course (Journal #1); 2) A response to Thomas King's *An Inconvenient Indian* (Journal #2); and 3) A critical evaluation of a film viewed in class **or** presentation of a guest speaker **or** of the course itself (Journal #3). **Each Journal entry will constitute 5% of your grade for a total of 15%.** Each of your **three** entries should be no more than **two pages** (approximately 500 words). **NO LATE JOURNAL ENTRIES WILL BE ACCEPTED.**

Journal # 1

Answer the following question:

Reflect on what you have been taught about Aboriginal and Canadian histories and politics over the course of your lifetime. What themes and patterns emerge? How does this exercise in reflection and evaluation make you feel? How have the lessons of your past impacted the way you think of yourself, your citizenship, and the land on which you live?

Journal #2

Answer one question from each of the following two sets:

1. Thomas King writes, “Gazing through the lens that seventeenth century Christianity provided, most were only able to see the basic dichotomy that framed their world, a world that was either light or dark, good or evil, civilized or savage” (23). How has the lens through which White North America looks altered since the seventeenth century? How has it remained the same? If North America history is written from a White consciousness, as King suggests, in what ways is his book different, coming from an Aboriginal writer and perspective?

OR

2. In the prologue to his book Thomas King states, “when we look at Native – non-Native relations, there is no great difference between the past and the present” (xv). In what ways has Duncan Campbell Scott’s move “to get rid of the Indian problem” (72) evolved in Canadian government policy in the last 100 years? Is there evidence that this sentiment still exists? Canada is known as a cultural mosaic, widely appreciated for embracing cultural and racial differences. In what ways does this hold true for Canada’s Aboriginal peoples? In what ways is it an untrue understanding? Is Stephen Harper’s apology for residential schools still legitimate when he later denies a history of colonialism?

AND

1. Provide an assessment and critique of **either** one of the films watched in class **or** of a presentation provided by one of our guest speakers. Items to keep in mind when developing your assessment and critique could include: What did you learn? What interpretative or critical lens did the film/speaker employ? Was this lens helpful and/or accurate in your view? How did the film/speaker show the connections between colonial concepts of race, rights, land, etc. and post-colonial concepts as well as the means to get there? What questions are you left with post film/speaker?

OR

2. How has the course influenced your idea of how far Canada has come and how much further it needs to go in regards to Aboriginal – non-Aboriginal relations? What hope and what warnings should we end the course with? What else do you think we should do to improve both relations with and the rights of Aboriginal peoples in Canada?

Mid-Term Examination:

Each student will write a mid-term examination in class on The mid-term exam will be based upon the assigned readings and topics covered in class to that point. Details concerning the format of the exam will be announced in class. The mid-term exam is worth **25%** of the final grade.

Paper:

Each student will be required to write a research paper of **8 to 10 double-spaced pages (typed equivalent), or 2000 to 2500 words**. What follows is a list of essay topics. Please feel free to pursue another topic of interest to you. However, should you choose another topic, please consult and secure permission from me first. The research paper is worth **25%** of the final grade.

1. How seriously should Canadian authorities take treaties, whether historical or contemporary agreements? Are Aboriginal peoples justified in their claims to nationhood status by virtue of their treaty relationship with the Crown?
2. Is the current process of reconciliation related to the residential school experience an effective means of improving Aboriginal – Canadian relations?
3. Are the Canadian courts the most effective means of pursuing and securing Aboriginal rights? Why or why not?
4. Consider the evolution and ongoing operations of current Aboriginal political organizations. Are they effective Aboriginal political representatives?
5. How can alternative justice strategies help to reduce what are proven to be amplified and unreasonably high Aboriginal incarceration rates?
6. Does the Inherent Rights Policy of 1995 truly acknowledge the inherent right of Aboriginal self-government? Discuss with reference to examples.
7. How has the Indian Act had an impact on the identity of Aboriginal peoples over time? Has this impact been generally negative, positive, or somewhere in between?
8. Assess and critically evaluate the B.C. Treaty process.
9. Evaluate the significance of the Aboriginal women's political agenda. How has it served to challenge the Canadian colonialist paradigm and simultaneously enhance and enrich Aboriginal peoples' prospects for emancipation?
10. Is subsuming and justifying Aboriginal rights under liberal principles of justice a form of colonialism?
11. If you were the prime minister of Canada, how would you address "the Aboriginal problem"? If you were an Aboriginal leader, how would you address "the Canada problem"? If compromise is necessary, is it desirable or achievable?

Your research paper ought to include a **minimum of 8 to 10 sources** outside of class reading material. Sources may be drawn from books, scholarly articles, government publications, publications by organizations, newspapers, web-based material, etc. A well-researched paper should include a combination of the above sources but **must not** rely exclusively on only one type of source (e.g. the internet).

Guidelines for written assignment:

Your research paper differs from your Journal entries in that your paper must have the character of a critical and objective essay. Your paper should appear scholarly and professional - it is to be a formal piece of writing! What am I looking for? Check the following "checklist:"

Does my introduction grab the reader's attention?

Do I have a well-defined thesis statement?

Does my introduction lay out the steps I will take to develop my argument?

Do all parts of my assessment relate to my thesis statement?
Do I have enough evidence to support my thesis statement?
Does my conclusion match my opening thesis?
Have I cited my sources in an acceptable style?
Is my tone appropriate? Do I sound professional and scholarly? Not casual?
Is my assessment grammatically sound? Have I checked for punctuation and errors? Are there any misused words, terms, expressions? Have I varied my sentence structure and vocabulary?

Final Examination: Each student will write a final examination during the final exam period in April on a date to be specified by the Registrar's Office. The final exam will be based upon the assigned readings and topics covered in class from the midterm exam on. The final exam will not be cumulative. Details concerning the format of the exam will be announced in class. The final exam is worth **25%** of the final grade.

Missed Exams: No make-up exams will be allowed except in the most extreme of circumstances.

General Instructions for Written Assignments:

Extensions for written assignments will be granted only where appropriately documented medical or compassionate reasons are given.

Electronic Devices:

No personal electronic devices (cell phones, pagers, calculators, electronic dictionaries, etc...) may be used during an examination without prior approval from the instructor. During an exam, turn off all cell phones and pagers and remove them from the desk.

Capilano University has policies on Academic Appeals (including appeal of final grades), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. Copies of these and other policies are distributed to all students during the registration process and are also available in the University Calendar and in the Library.