**APPLIED ARTS DIVISION**

 **School of Liberal Arts**

 **Fall, 20xx**



 **COURSE OUTLINE**

 **POLI 330**

 **INDIGNEOUS POLITICS IN CANADA**

 3 **CREDITS**

PREPARED BY: Lianne Charlie, Instructor DATE: March 31, 2017

APPROVED BY: Dr. Andrew Richardson, Dean DATE: May 16, 2017

APPROVED BY ACADEMIC COUNCIL: May 24, 2017

RENEWED BY ACADEMIC COUNCIL: (date)





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 **APPLIED ARTS DIVISION**

 **POLI 330**

 **3 Credit Course**

 **X Semester, 20xx**

 **INDIGENOUS POLITICS IN CANADA**

**INSTRUCTOR: OFFICE HOURS:**

**OFFICE LOCATION: CLASSROOM:**

**E-MAIL: TIME:**

**TELEPHONE: DATES:**

**COURSE DESCRIPTION**

This course explores the challenges and opportunities facing Indigenous Peoples in Canada today. It focuses on colonialism, capitalism, and globalization. How are Indigenous Peoples responding to challenges to and opportunities for self-determination at individual, collective, government, and Nation levels? What does activism, cultural revitalization, resurgence and reconciliation look like in the face of continued colonialism? This course puts an emphasis on issues affecting Indigenous bodies, lands, languages, cultures, and governance in Canada. Students will be asked to link broader themes to issues in the North, particularly as they relate to modern governance and self-determination.

**PREREQUISITES**

POLI 230 and

one of PHIL 230 or FNGA 240

**EQUIVALENCY OR TRANSFERABILITY**

In progress

**LEARNING OUTCOMES**

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

* explain Indigenous Peoples’ responses to capitalism, globalization, and continued colonialism;
* discuss differing ways of practicing decolonization through direct action; community-, culture-, language-, and land-based initiatives; cultural revitalization; solidarity initiatives; legislation; reconciliation and relationship-building at individual, collective and Nation levels;
* evaluate Indigenous and state-informed governance practices in the Yukon and Canada/US/International contexts;
* explain how positionality informs their relationships to Indigenous Politics in Canada.

**COURSE FORMAT:**

Blended delivery.

**ASSESSMENTS**

**Attendance & Participation**

Students enrolled in this course will be successful if they actively participate. All lectures, assignments, and classes complement and build on each other. Students who attend regularly, do the assigned readings, engage their peers, and participate in class will see their efforts positively reflected in the graded assignments.

**Assignments**

*Weekly Reflections (x10):* Students will produce 10 journal entries throughout the term. Each journal will focus on the weekly readings and will require students to respond to prompts provided by the instructor. Journal entries might require identifying key concepts in the readings, analysing arguments, making an argument, summarizing themes, creating discussion questions, offering personal reflections and responses, etc.

*Community Engagement:* Each student will attend one of the following local governance meetings: a Yukon First Nations Council meeting, the Yukon Government Legislative Assembly, a Yukon Government Boards and Committees meeting, a Council of Yukon First Nations Boards and Committees meeting, or other (must be approved by instructor). Some of these events, while open to the public, will require garnering permission or an invitation to attend; the instructor can help with this. A short, written reflection (250 words) responding to a prompt provided by the instructor, plus a photo (if appropriate), is due a week after the student attends the event.

*Mid-term Essay:* Each student will select a reading from the syllabus and write an essay (2-3 pages, double spaced) that summarizes and critiques the author’s argument.

*Final Project:* As a class, students will produce a digital handbook on major topics and themes in Indigenous Politics in Canada. The handbook will be made available to the public online via a website or social media. Students will work in pairs and create 2-4 pages for the handbook together. The students’ submission will address a topic of their choice from the course, include examples, summaries and citations from course readings, and have a creative component (art, photographs, links to videos, podcasts, game, comic, poetry, etc.).

**Tests**

*Final Exam: S*tudents will be assessed on their comprehension of key concepts, themes and over-arching arguments addressed in the lectures and course readings (cumulative). The exam will consist of one or two discussion questions that ask the students to compare and contrast course content and/or 2-3 of the readings from the syllabus.

**EVALUATION**

|  |  |
| --- | --- |
| Participation/Attendance | 15% |
| Weekly Journals (10 x 3%) | 30% |
| Community Engagement | 5% |
| Mid-term Essay | 10% |
| Final Project | 25% |
| Final Exam | 15% |
| Total | 100% |

**REQUIRED TEXTBOOKS AND MATERIALS**

Alfred, Taiaiake, and Jeff Corntassel. 2005. “Being Indigenous: Resurgences against Contemporary Colonialism.” *Government and Opposition* 40 (4): 597–614.

Corntassel, Jeff. 2008. “Toward Sustainable Self-Determination: Rethinking the Contemporary Indigenous-Rights Discourse.” *Alternatives: Global, Local, Political* 33 (1): 105–32.

Coulthard, Glen S. 2007. “Subjects of Empire: Indigenous Peoples and the ‘Politics of Recognition’ in Canada.” *Contemporary Political Theory* 6 (4): 437–60.

Dhillon, Jaskiran K. 2015. “Indigenous Girls and the Violence of Settler Colonial Policing.” *Decolonization: Indigeneity, Education & Society* 4 (2). <http://decolonization.org/index.php/des/article/view/22826/19343>

Doerfler, Jill. 2015. *Those Who Belong: Identity, Family, Blood, and Citizenship among the White Earth Anishinaabeg*. 1st Edition. East Lansing, MI: Michigan State University Press.

Lowman, Emma Battell and Adam J. Barker. 2015. *Settler: Identity and Colonialism in 21st Century Canada.* Fernwood Publishing.

Nadasdy, Paul. 2005. *Hunters and Bureaucrats: Power, Knowledge, and Aboriginal-State Relations in the Southwest Yukon*. New edition edition. Vancouver: University of Washington Press.

Smith, Andrea. 2006. "Heteropatriarchy and the Three Pillars of White Supremacy." In Incite! Women of Color Against Violence, ed. *Color of Violence: the Incite! Anthology*. Cambridge: South End Press: 66-73.

Tuck, Eve, and K. Wayne Yang. 2012. “Decolonization Is Not a Metaphor.” *Decolonization: Indigeneity, Education & Society* 1 (1). <http://decolonization.org/index.php/des/article/view/18630.>

Wolfe, Patrick. 2006. “Settler Colonialism and the Elimination of the Native.” *Journal of Genocide Research* 8 (4): 387–409.

**Supplementary:**

Alfred, Taiaiake. 2005. *Wasáse: Indigenous Pathways of Action and Freedom*. Peterborough, Ont. ; Orchard Park, N.Y: University of Toronto Press, Higher Education Division.

Coulthard, Glen Sean. 2014. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: Univ Of Minnesota Press.

Million, Dian. 2014. *Therapeutic Nations: Healing in an Age of Indigenous Human Rights*. Reprint edition. University of Arizona Press.

Simpson, Audra. 2014. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Duke University Press: Duke University Press Books.

**ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

**PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person’s writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

**YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

**ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student’s responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

**TOPIC OUTLINE**

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| --- | --- |
| Week | Topic |
| 1 | Introduction: course overview and syllabus; instructor and student introductions; opening circle  |
| 2 | What does it mean to be Indigenous today?  |
| 3 | Colonialism: theory, logics and practices |
| 4 | Globalization, Capitalism, Resource Extraction, and the Land |
| 5 | Residential Schools, TRC and their legacies  |
| 6 | Missing and Murdered Indigenous Women and Gender Violence |
| 7 | Prison Industrial Complex, Policing and State Violence |
| 8 | Recognition Politics |
| 9 | Post-Treaty Indigenous Governance |
| 10 | Indigenous Identity Politics |
| 11 | Self-Determination, United Nations Declaration on the Rights of Indigenous Peoples, and International Law |
| 12 | Nationhood, Resurgence, Reconciliation, and Decolonization |
| 13 | Project Presentations and Closing Circle  |
| 14 | Exam Week |