

## Aboriginal Politics

Class Time: Mondays 11:30-2:30

Location: MC 216

<b>Instructor:</b>	<b>Gabrielle A. Slowey</b>
<b>Office:</b>	<b>S665 Ross</b>
<b>Telephone:</b>	<b>416-736-2100 x22564</b>
<b>Office Hours:</b>	<b>Tuesdays 2:30-3:30 pm or by appointment</b>

### Course Information

#### Course Description

This course provides senior undergraduate students with an opportunity to explore recent trends in Aboriginal politics and their effects on the social, economic and political lives of Canadians. As a survey course, it provides students with an overview of the socio-political and cultural context of Aboriginal societies and their place in the institutions and role in the development of the Canadian nation. It explores issues of citizenship and identity and highlights the importance of material and social relations among Aboriginal people in Canadian society. Finally, it contemplates the dynamics causing change amongst Aboriginal groups, both domestically and internationally. In addition to these themes, the course strives to answer the following questions:

1. Who are Canada's "Aboriginal" peoples?
2. What are the political, economic and cultural implications of self-government, land claims and treaty negotiations?
3. What is the role of the state in transforming the lives of Aboriginal peoples?
4. What are the driving forces promoting or impeding Aboriginal "transformation"?

#### Required Texts

Belanger, Yale. 2010. Ways of Knowing: An Introduction to Native Studies in Canada. Toronto: Nelson. ISBN: 9780176440503

Journal Articles: Each of the journal articles listed in the week's readings can be accessed through York University library e-resources or found via the internet.

**Course Requirements**

Participation:	10%	
Critical Reading Assignment	10%	4 February
In Class Quiz	10%	Surprise
Simulation Team Presentation	30%	18 March
Final Paper:	40%	8 April
<b>TOTAL</b>	<b>100%</b>	

**Course Assignments and Evaluation****Participation**

A seminar-style format, participation is a required expectation of successful performance in the course. Students are expected to have completed the required readings and to demonstrate that familiarity through class discussion. The instructor will test student familiarity with key concepts and terms each week. If a student misses a class they can submit a 1-2 page review and critical analysis of the readings to receive the weekly participation grade.

**Critical Reading Assignment**

This short paper assignment of 4-6 pages will demonstrate students' critical reading strategies of academic articles. Selecting one of the academic pieces read in the course, students will break down the academic writing to identify the argument, any subordinate arguments, the theory being utilized as well as assess the evidence used to support the claims being made.

**Quiz**

This short in-class quiz will test students knowledge and understanding of key concepts, dates, events and definitions.

**Simulation**

Students will be assigned to a team and will be required to work with that team to prepare for their simulation – either land claims or self-government. The mark for this assignment will be determined by preparation and participation.

Students are required to prepare a 2-3 page team position paper that outlines the team's opening statement for the simulation – DUE in class 8 November. To assess their participation, each student will be asked to provide (due the day of the simulation) a short summary identifying the work they contributed to the group as well as that of their fellow team members. In addition, they will be asked to include questions they will pose as members of the audience for the other simulation.

**Final Paper**

In the research essay students are expected to critically engage different views to answer the question: Are land claims (and/or) self-government decolonizing tools? (in other words, do they improve or transform the colonial relationship between the state-First Nations and corporations). In a 10-15 page essay,

students will develop their own argument through an informed and balanced analysis of the existing debates on the subject. Students should rely extensively on scholarly sources like journal articles and academic books and use popular sources like newspapers sparingly.

### Lecture Schedule

Week 1	7-Jan	Introduction
Week 2	14-Jan	Globalization I: Capitalism and Colonialism
Week 3	21-Jan	Globalization II: Corporations and First Nations
Week 4	28-Jan	Constitutional Development and Citizenship
Week 5	4-Feb	Treaties and Land Claims
Week 6	11-Feb	Inuit and Metis and Urban Issues
Week 7	18-Feb	NO CLASS – Reading Week
Week 8	25-Feb	Self-Government I: Politics and Policies
Week 9	4-March	Self-Government II: Economics and Education *Group Opening Statement Due
Week 10	11-March	Self-Government III: Health and Justice
Week 11	18- March	SIMULATION: Self-Government and Land Claims
Week 12	25-March	Canada in Comparative Perspective: I United States, Mexico
Week 13	1-April	Canada in Comparative Perspective II: New Zealand and Australia

## Course Policies

### Academic Integrity

The university takes very seriously infractions of academic integrity, including plagiarism, impersonation and cheating on exams. York's policies on plagiarism can be found at: [http://www.yorku.ca/tutorial/academic\\_integrity](http://www.yorku.ca/tutorial/academic_integrity). Students who are in doubt as to what constitutes plagiarism in a particular instance should consult with their TA or professor. For additional insight on the issue, see Margaret Proctor's "How Not To Plagiarize," available at <http://www.utoronto.ca/writing/plagsep.html>.

### Late penalty

There will be a late penalty of **5%** per day on all late papers (including weekends). All late papers must be dropped off in the drop box for the course located opposite the departmental office (South Ross, 6<sup>th</sup> floor). Papers will ***not be accepted via email or fax***. Under no circumstances should papers ever be slid under office doors.

If a student falls ill, they **MUST** contact the instructor AND tutorial leader as soon as possible to avoid incurring late penalties. Papers simply submitted after the due date with a medical certificate attached, are NOT acceptable. Consideration for late submission must be obtained from the tutorial leader. The final decision regarding appeals and late penalties rests with the professor.

[www.yorku.ca/grads/forms/NEW/attending\\_physician\\_statement.pdf](http://www.yorku.ca/grads/forms/NEW/attending_physician_statement.pdf)

### Special Needs

Students who encounter extenuating circumstances during the term that may interfere with their successful completion of exams or other course assignments should discuss the matter with their tutorial leader or course instructor as soon as possible. Students with physical, psychiatric or learning disabilities may request reasonable accommodations in teaching style or evaluation methods, as outlined in Appendix A the Senate Policy on Students with Special Needs. They should advise the director at the earliest opportunity, so that appropriate arrangements may be with the assistance of the Office for Persons with Disabilities, the Counseling Development Centre or the Learning Disabilities Program.

### Electronic Devices

The use of electronic devices- i.e. cell phones, laptop computers, cameras, etc. – is not permitted in lecture or tutorials. While convenient, such devices can be distracting and impair the learning environment, not just for the immediate user but also for those around them. While some students take notes on a computer others are engaged in texting, updating Facebook or using other social media. As every student must commit to giving the course and its material their total attention, the use of electronic devices is not allowed.

## **Lecture/Reading Schedule**

### **7-Jan Introduction**

Belanger 1

### **14-Jan Globalization I: Capitalism and Colonialism**

Belanger 2: The Land and Indigenous Political Economy

Alfred, T and J. Corntassel. 2005. "Being Indigenous: Resurgences Against Contemporary Capitalism." *Government and Opposition*. 40 (4): 597-614.

### **21-Jan Globalization II: Corporations and First Nations**

McDonald, F. 2011. Indigenous Peoples and Neoliberal "Privatization" in Canada: Opportunities, Cautions and Constraints. *Canadian Journal of Political Science* 44( 2) 257-273.

Ladner, K L and C. Dick. 2008. Out of the Fires of Hell: Globalization As a Solution to Globalization - An Indigenist Perspective. *Canadian Journal of Law and Society/Revue canadienne droit et societe* 23 (1-2): 63-91.

Slowey, Gabrielle A. 2001. "Globalization and Self-Government: Impacts and Implications For First Nations in Canada." *The American Review of Canadian Studies*. 31,1&2:265-81.

### **28-Jan Constitutional Development and Citizenship**

Belanger 5: The Indian Act and Indian Affairs in Canada

Altmirano- Jimeenez, I. 2004. North American first peoples: slipping up into market citizenship? *Citizenship Studies* 8 (4): 349-365.

Jenson, J and M. Papillon. 2000. Challenging the Citizenship Regime: The James Bay Cree and Transnational Action. *Politics and Society* 28 (2): 245-264.

Ladner, K. L. 2005. Up the creek: fishing for a new constitutional order. *Canadian Journal of Political Science* 38(4): 923-954.

### **4-Feb Modern Treaties and Land Claims**

Belanger 4: Treaties

Alcantara, Chris. 2007. To Treaty or Not to Treaty? Aboriginal Peoples and Comprehensive Claims in Canada. *Publius* 38 (2):343-369.

Alcantara, Chris. 2007. Explaining Aboriginal Treaty Negotiation Outcomes in Canada: The Cases of the Inuit and Innu in Labrador. *Canadian Journal of Political Science* 40 (1): 185-207.

Rynard, Paul. 2000. "Welcome In, But Check Your Rights at the Door": The James Bay and Nisga'a Agreements in Canada. *Canadian Journal of Political Science* 33 (2): 211-243.

## **11-Feb Inuit and Metis Nationalism(s)**

Belanger 6: The Metis and Inuit

Andersen, C. 2008. From nation to population: the racialisation of 'Metis' in the Canadian census. *Nations and Nationalism* 14 (2): 347-368.

Cameron, K. and A. Campbell. 2009. "The Devolution of Natural Resources and Nunavut's Constitutional Status." *Journal of Canadian Studies* 43 (2): 198-221.

Simon, M. 2009. Inuit and the Canadian Arctic: Sovereignty Begins At Home. *Journal of Canadian Studies* 43 (2): 250-260.

## **18-Feb NO CLASS – READING WEEK**

## **25-Feb Self-Government I: Politics and Policies**

Belanger 10: Self-Government.

Coulthard, G. 2007. Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada. *Contemporary Political Theory* 6(4):436-460.

Ladner, Kiera L. 2001. Negotiated Inferiority: The Royal Commission on Aboriginal People's Vision of a Renewed Relationship. *American Review of Canadian Studies* 31 (1-2) : 241-264.

Martin, D and C. Adams. 2001. Canadian public opinion regarding aboriginal self-government: diverging viewpoints as found in national survey results. *The American Review of Canadian Studies* 20 (1): 79.

## **1-March Self-Government II: Economics and Education**

Belanger 11: Economic Development

Cornell, S. and J. Kalt. 1995. Where does economic development really come from? Constitutional rule among the contemporary Sioux and Apache. *Economic Inquiry* 33(3): 402.

Kuokkanen, R. 2011. From Indigenous Economies to Market-Based Self-Governance: A Feminist Political Economy Analysis. *Canadian Journal of Political Science* 44( 2) 275-297.

**NOTE: LAST DATE TO DROP F COURSES WITHOUT RECEIVING A GRADE IS 15 March**

**11-March Self-Government III: Health Care and Justice**

Belanger 9: Native People and the Justice System in Canada

Belanger 12: Health and Well Being in Canada

Hackett, P. 2005. From Past to Present: Understanding First Nations Health Patterns in a Historical Context. *Canadian Journal of Public Health* 96:17-21.

Young, T.K. and S. Chatwood. 2011. Health care in the North: what Canada can learn from its circumpolar neighbours. *Canadian Journal of Public Health* 96: 209-214.

**18-March In Class Simulations**

**25-March Canada in Comparative Perspective**

Deloria, V. 1981. Native Americans: The American Indian Today. *Annals of the American Academy of Political and Social Science* 453 (1):139-149.

Elder, L and S. Chambers. 2005. Expanding the Minority Empowerment Literature: American Indians and the U.S. Political System. *The New England Journal of Political Science* 1(2): 1-19.

Mora, M. 2003. The Imagination to Listen: Reflections on a Decade of Zapatista Struggle. *Social Justice* 30(3): 17-31.

**1-April Canada in Comparative Perspective II: Australia and New Zealand**

De Costa, R. 2000. Reconciliation or Identity in Australia. *National Identities* 2 (3): 277-291.

Economou, N. 1999. Citizenship and Indigenous Australians: Changing Conceptions and Possibilities. *Australian Journal of Political Science* 34 (2): 281-282.

Slowey, G. 2005. Globalization and Development in the Fourth World: Indigenous Experiences in Canada and New Zealand Compared. Paper prepared for the 4<sup>th</sup> International Critical Management Studies Conference. Cambridge, UK.