

Political Science , [Faculty of Liberal Arts & Professional Studies](#) , York University

Fall/Winter 2016-2017 Course Outline
AP/POLS 3102 3.0M : Term F

Aboriginal Politics in Canada

Class Time: Tuesday 11:30-2:30

Location: FC 109

Instructor:	Gabrielle A. Slowey
Office:	724 Kaneff
Telephone:	416-736-2100 x22564
Office Hours:	Mondays 12-2 or by appointment

Course Information

York University is situated on the traditional territory of the Mississaugas of the New Credit First Nation. The University acknowledges other indigenous nations who have longstanding relationships with this territory, such as the Huron-Wendat, the Haudenosaunee and the Métis nations.

Course Description

As a survey course, POLS 3102 provides students with an overview of the socio-economic, political and cultural context of Indigenous nations and their relationships to the institutions and the development of the Canadian nation. It really should be called “Indigenous Politics” – so why do we call it “Aboriginal Politics”? As the course explores issues of citizenship and identity and highlights the importance of material and social relations among Indigenous and non-Indigenous people in Canadian society the answer will be revealed. Finally, the course contemplates the dynamics causing change amongst Indigenous groups, both domestically and internationally. In addition to these themes, the course strives to answer the following questions:

1. Who are “Aboriginal” peoples in Canada? What are some of the key issues (and causes of these issues) confronting Indigenous peoples?
2. What is self-government? What are treaties? What is the Indian Act? What are the legal documents/cases guiding relations with Indigenous peoples? What are the political, economic and cultural implications?
3. How has the emergence of “Canada” transformed the lives of Indigenous peoples?
4. What are the driving forces promoting or impeding reconciliation and decolonization?

Required Texts

Belanger, Yale. 2014. 2nd Edition. Ways of Knowing: An Introduction to Native Studies in Canada. Toronto: Nelson.

Recommended Texts (Supplementary Sources)

Burnett, K and G. Read. 2012. *Aboriginal History: A Reader*. Toronto, ON: Oxford University Press.

Cannon, M. and Sunseri, L. 2013. *Racism, Colonialism, and Indigeneity in Canada*. Toronto, ON: Oxford University Press.

Warry, W. 2009. *Ending Denial: Understanding Aboriginal Issues*. Toronto, ON: University of Toronto Press.

Course Requirements

Professionalism	10%	
Mid-term Test	20%	25 October
Research Paper Proposal	10%	8 November
Simulation	30%	15 November
Research Paper	30%	5 December
TOTAL	100%	

All course related information and changes will be communicated via the course moodle website. Please check you YORK email regularly for updates.

Learning Objectives:

1. Develop an understanding of who “Aboriginal” people are, their cultures, and the key issues they face
2. Develop critical thinking skills and writing skills
3. Enhance communication skills through class and seminar discussions
4. Develop and present a research proposal/paper through independent written work.

Course Assignments and Evaluation

Many 3rd-year courses offer a wide range of learning activities. Some have a traditional lecture, midterm, essay, final exam structure. Others involve discussion in class, dedicated discussion sections, group projects, writing-intensive learning, simulations of political negotiations, community and international service learning, applied political research, learning in the field. This course uses a combination of these activities.

Professionalism

A lecture-style format, participation is also a required expectation of successful performance in the course. To that end, students will be assigned one course reading to present in class. Each week, all 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 by calling on students randomly. 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.

Mid-Term Test

The test is designed to test you on your knowledge and grasp of key terms, concepts and events that are necessary and set the foundation for the second half of the course.

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 1 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 evaluated based on their participation during the actual simulation. Note: you can find the actual evaluation form at the end of this syllabus.

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. **Research paper proposals are due in class 8 November.**

York Marking Scheme: From Percentage To Letter Grade

90-100	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-49	E
0-39	F

Lecture Schedule

Week 1	13- Sept	Introduction: Course Overview and Terminology
Week 2	20- Sept	Globalization, Capitalism, and Colonialism I
Week 3	27-Sept	Globalization, Capitalism, and Colonialism II
Week 4	4- Oct	Constitutional Development and Citizenship
Week 5	11-Oct	Treaties and Land Claims
Week 6	18- Oct	Metis and Inuit
Week 7	25-Oct	Self-Government I: Politics and Policies In Class Test
Week 8	1-Nov	Self-Government II: Economics and Education Simulation papers due
Week 9	8-Nov	Self-Government III: Health and Justice Research paper: Proposal Due
Week 10	15-Nov	Simulation
Week 11	22-Nov	Canada in Comparative Perspective: I United States, Mexico
Week 12	29-Nov	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. 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, 6th 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 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 course director. The final decision regarding appeals and late penalties rests with the professor.

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 restricted to lecture-purposes only. 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 restricted and may be denied if used for inappropriate (re: not classroom) purposes.

Lecture/Reading Schedule

Wk 1. 13-Sept Introduction

Belanger 1 and Preface

Wk 2. 20-Sept Globalization I: Capitalism and Colonialism

Belanger 9: Political Organizing in Canada

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

Wk 3. 27-Sept Globalization II: Corporations and First Nations

Belanger 2: The Land and Indigenous Political Economy

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.

Wk 4. 4-Oct 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.

Wk 5. 11-Oct 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.

Wk 6. 18-Oct 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.

Wk 7. 25-Oct 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.

Wk 8. 1-Nov Self-Government II: Economics and Education

Belanger 11: Economic Development

Truth and Reconciliation Commission Summary pages 1-15

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec_Summary_2015_05_31_web_o.pdf

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.

Wk 9. 8-Nov 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.

NOTE: LAST DATE TO DROP F COURSES WITHOUT RECEIVING A GRADE IS 11 NOV
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Wk 10. 15-Nov In Class Simulations

Wk 11. 22-Nov 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.

**Wk 12. 29-Nov Canada in Comparative Perspective II:
Australia and New Zealand**

Truth and Reconciliation Commission Report. Pages 16-21
http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec_Summary_2015_05_31_web_o.pdf

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 4th International Critical Management Studies Conference. Cambridge, UK.

YORK UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
POLS 3102 Section A 3.0

ABORIGINAL POLITICS

SIMULATIONS: COMPREHENSIVE LAND CLAIMS AND SELF-GOVERNMENT

We will use simulations to explore two important topics in this course: land claims and self-government. The purpose of these simulations is to help you appreciate

- (1) what is at stake in these two issues and
- (2) the interaction of agendas and political/economic/social resources that shape settlements/agreements (or prevent the reaching of agreements) when governments and Aboriginal peoples negotiate these issues

The simulations will take place during class (see course syllabus for dates).

Please note: the land claims simulation should NOT consider or discuss questions of First Nations self-government to keep the topic manageable and because governance will be the subject of a second simulation.

Each student will play a role in one or the other of the simulations. You will form part of the team that is representing and negotiating on behalf of

- (a) A First Nation
- (b) The Government of Canada
- (c) A province or territory

NOTE: the simulations involve hypothetical First Nations occupying hypothetical areas of land. It is not relevant, therefore, to include particular amounts of land and money in the statement for the land claims simulation. You should, instead, focus on the reasoning to be used in deciding how much land or money to claim or offer in response to a claim.

Your responsibilities include:

- 1) researching the goals of the negotiating party you represent
- 2) preparing an opening public negotiating statement that is to be submitted to me. This statement, which should be no longer than three (3) pages, is the first move in the simulation. It sets out:
 - a. in the order of priority that you give them, the **specific provisions** of the land claim settlement or self-government agreement that you believe best advances the interests of the party for whom you are negotiating and that are reasonable in the overall context of the negotiation.

- b. It also provides the ***rationale*** that is intended to persuade the other parties of the reasonableness of what the negotiating statement seeks.
- 3) during the simulation:
- a. briefly introduce your bargaining position (this should not take any longer than 5 minutes as your opening statements will be duplicated and distributed to the class prior to the simulation)
 - b. negotiate to resolve the differences among the positions to produce an agreement as favorable as possible to your group. This may involve:
 - i. critiquing the positions of the other negotiating teams
 - ii. responding to critiques of your own positions
 - iii. seeking compromises or tradeoffs in order to achieve your goals for your team
- 4) following the simulation:
- there will be discussion in the following class in which teams will explain the reasoning for the positions they took during the simulation.

SIMULATION DAY:

Opening statements will occupy the first 15 minutes of the session. What happens thereafter is the essence of negotiations. There are no rules as to who speaks first and who next. Each team should develop a strategy that seems likely to cause the others to agree with its positions, starting with the issue that is most important for that team, or to build some consensus among the various teams' positions that will meet its basic goals. Thus participating in the simulation involves both understanding your goals, and developing and implementing strategies for pursuing them. The measure of your success will be how much better off your group is after the negotiation than it was before.

NOTE: I am happy to meet with negotiating teams **prior** to the simulations to offer comments on preparations and concerns.

THE AUDIENCE:

These will be highly simplified simulations, almost role-playing exercises. In more elaborate simulations, the internal logic of the game guides the players by providing evidence about how realistically they are playing their roles. For examples, students playing the roles of politicians may find that their support in public opinion polls rises if they have worked effectively, or students playing public interest groups might lose donations if they make mistakes. Because this simulation lacks this feedback feature, all of the non-players should be prepared to take its place. You should observe the process closely and intervene from time to time with questions that will help the players to think about the consequences of their strategies and to find other, perhaps more effective, moves. During the simulations, you should also jot down questions and comments to direct the participants during the discussion of each simulation that will take place in the subsequent class.

As with all your class sessions, you will prepare for the simulations by reading the assigned items in advance. You should also sample the flavour of a modern claims settlement by scanning the text of the Nisga'a agreement or the reality of a self-government agreement by scanning the text of the Vuntut Gwitchin agreement, for instance. Participants will obviously need to prepare more intensively.

****Please note:** your fellow students may be playing roles in the simulation that may require them to advocate positions that they do not personally support. Therefore, please do not attribute to them or judge them by the arguments they are making while playing their roles.

GRADING:

Simulation = 30%

It is difficult to grade group projects because the group's final product will probably not reveal possible differences in the quality of the contributions of the various members of the group. Both possible responses to this problem – giving all members the same grade or differentiating among them- pose risks of unfairness. To minimize this risk, my grading approach will be to grade based on the following criteria:

- 1) Group position papers provided prior to simulation
- 2) Participation of students during simulation and in the follow up discussion
- 3) A short paragraph that each group member will write, to be handed in on the day of simulation, describing
 - i. His/her contribution to the group preparation for simulation
 - ii. Overall division of labour among the members groups

Useful Information

A. EMAIL

What is the professor's email address?

NO queries pertaining to class material, assignments or exams will be addressed via email. Students are ENCOURAGED to drop by and visit the professor during regularly scheduled office hours or to make an appointment.

B. ESSAYS

Where do I hand in assignments?

Papers are due IN CLASS unless otherwise specified in the course syllabus or directed by the professor.

Any paper handed in after class will be considered late.

What if I hand the paper in late?

Unless a student provides medical documentation there will be a late penalty of 5% per day on all late papers (including weekends) UNLESS other arrangements have been made PRIOR to the deadline and authorized by the professor.

All late papers must be dropped off in the drop box for the course located opposite the departmental office (South Ross, 6th floor).

Papers will ***not be accepted*** via email or fax – so do NOT send any papers via email or fax.

What if I need an extension?

NO extensions will be granted UNLESS there are extenuating and important medical grounds that exist and are substantiated with the provision of a medical certificate. Please see the professor PRIOR to the due date for this kind of consideration. Students are expected to organize their time appropriately to ensure deadlines are met.

What if I am unhappy about the grade I receive on a paper?

If you feel that the mark you received does not reflect the quality of your work you must arrange to meet with the professor to discuss your concerns. Students that wish a reread and/or remark must submit a 1 page letter explaining the students concerns and addressing the comments provided on the paper. Please note that grades may be raised OR lowered in a reread.

What if my computer loses my essay or doesn't print?

It is your responsibility to safeguard yourself against computer or printer failures. The easiest way to do this is to backup your work onto an external disk on a regular basis. This step will protect against hard disk crashes or general computer failures, and will make it easy to transfer your file to another computer should your printer fail. Computer failures, hard disk crashes, and printer breakdowns will not be accepted as valid excuses for late essays.

C: TESTS**What if I miss the test?**

There will be only **one make-up** test scheduled and students are **REQUIRED** to get **PERMISSION from the professor** to write.

What if I get sick?

To qualify to write a makeup test, you must contact the instructor within 72 hours or 3 days of the exam **AND** a UNIVERSITY medical note must be provided.

YOU NEED TO HAVE YOUR DOCTOR FILL OUT THE YORK UNIVERSITY ATTENDING PHYSICIAN STATEMENT WHICH CAN BE FOUND AT:

www.yorku.ca/grads/forms/NEW/attending_physician_statement.pdf

THIS FORM SHOULD THEN BE PRESENTED TO THE PROFESSOR AT THE EARLIEST POSSIBLE OPPORTUNITY (i.e. consider having a friend or relative drop it off to the Professor at the Department of Political Science Office on campus).

Any student who fails to contact the professor or provide a medical note within this period will not be considered eligible to write the make-up exam – so do not wait longer than 3 days before notifying us!

No make-up consideration will be given to students whose travel/holiday plans conflict with tests. It is the responsibility of the student to ensure they are free and available to write the test during the scheduled time.

D: COMMUNITY**How do I find out about political science events?**

All Political Science majors should subscribe to the Departmental E-mail list that will post announcements about job opportunities, special events, career information and scholarships and awards. To subscribe, follow the instructions on the Department website at; www.arts.yorku.ca/politics, click on Undergraduate Studies, and follow the instructions to: JOIN POLS ANNOUNCE.

YORK UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE

ESSAY/RESEARCH PAPER STYLE SHEET

INTRODUCTION: **1 pg**

Introduction: Introduce topic

Question:

Thesis: This paper will argue THAT _____ BECAUSE

Map: To prove this, this paper will consider (a) (b) and (c)

BODY:

Part I: A: POLITICS **2 pgs**

Intro
Body
Conclusion

Part II: B: ECONOMICS **2 pgs**

Intro
Body
Conclusion

Part III: C: SOCIAL **2 pgs**

Intro
Body
Conclusion

CONCLUSION: **1 pgs**

-summarize key points and conclude argument

TOTAL PAGE COUNT: **8pgs**

Simulation Evaluation

Name of student: _____

Role in simulation: GOVERNMENT PROVINCE FIRST NATION

Group Position Paper	Mark: /10
Simulation Participation	Mark: /10
Simulation Write-Up	Mark: /10

TOTAL: /30

Grade:

Letter Grade:

COMMENTS: