

**Aboriginal and Treaty Rights in Canada**  
**Department of Anthropology**  
**Lakehead University**  
**ANTH 3551/INDI 3551**  
**Fall 2023**

**Instructor:** Frederico Oliveira, PhD  
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**Dates of Appointments:** September 7 to November 30, 2023  
**Classes Hours:** Thursdays 5:30 pm to 8:30 pm  
**Room:** OA-2014  
**Office Hours:** Tue & Thu (11 am - 1 pm) or by appointment – Office: OR-1041

**Land Acknowledgment:**

Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous peoples.

Lakehead University acknowledges the history that many nations hold in the areas around our campuses and is committed to a relationship with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

**Course Description and Objectives:**

The primary purpose of this course is to introduce students to the complex set of relationships established historically between Indigenous Nations and the Crown/Canadian Government. The contemporary interactions can be considered modern in that it is vested in law, bureaucratic structures, economic development, natural resource exploration and sociocultural innovation. The results of these diversified types of relations deserve to be treated as a cumulative set of transformations and adaptations after centuries of interactions between the colonial powers and Indigenous societies. Even though these interactions have severely affected “traditional” lifeways, Indigenous communities participate in conscious political discourses that actively have formed and continue to form an Indigenous comprehension of contemporary issues.

The course comprises two parts. The first is a review of the colonial system imposed on Indigenous societies and how these initiatives were efficient in dispossessing First Nations of their lands, leading to treaty signing, economic separation from Canadian society, and assimilation policies. The first part also examines the consequences of these policies on the formation of a “theory of Aboriginal rights” and the notion of “Aboriginal title.” The second part is composed of case studies, historical and contemporary, dealing with the colonization legacy and reflecting on the recent forms that the Canadian Government and the post-colonial ideologies develop their thinking vis-à-vis the place of the First Nations within Canada. The focus of the course will give preference to exploring the Indigenous understanding of the relationship with Canada. By the end of the course, successful students should be able to articulate the main issues regarding the legal history of Canada and associate such issues with the contemporary relationships between Indigenous Nations and the State.

## **Readings Sources:**

Asch, Michael (ed.)  
2002 Aboriginal and Treaty Rights in Canada. Vancouver: UBC Press

First Peoples Law online portal: <https://www.firstpeopleslaw.com/>

In addition, there are a number of articles and book chapters that are required reading and are listed below for each week. All are available electronically online.

## **Course Requirements and Grading:**

Graded assignments include the following:

*Class Participation*  
10% of course grade

*Learning Journals*  
30% of course grade

*Midterm*  
20% of course grade

*Film Assignment*  
10% of course grade

*Take-Home Final Exam*  
30% of course grade

***Class Participation:*** Attendance is mandatory. Reading (sometimes a lot) and attendance are critical to achieving a satisfactory grade and learning objectives in this course. Students are required to critically read all assigned materials prior to class and participate actively (in their own way) in class discussions and assignments.

***Learning journals (400-600 words)*** are intended to help you and the instructor monitor your learning progress during the course of the semester. The learning journals will consist of a collection of "Ah-ha!" moments or interesting/exciting questions/comments you may have had about the reading materials. These moments can happen both in and out of class when something happens to elucidate our comprehension of a subject; they make us look at something differently or suddenly help us connect ideas or topics that previously had no connection in our minds. Such moments can occur while reading, attending class, participating in a non-course-related activity, talking or listening to someone, writing, dreaming or simply thinking. The idea is that students bring to their daily lives' routines and observations some of the concepts and situations discussed in class. Every week, students must submit their journals by Tuesday at 11:59 pm. Students are allowed to miss one delivery without a penalty. This is an assignment for you to exercise your creativity, present subjective ideas and express feelings on topics involving Indigenous people. For you to achieve a satisfactory grade, learning journals will be evaluated following three specific criteria: a) all the readings for that week need to be contemplated in your journal; b) word limit must be strictly followed (that is

why I want you to send it on a Word processor so I can verify the word count); c) clarity of ideas and coherence of the arguments. Remember to submit your journals using the D2L internal Dropbox system (not my regular LU email address).

**Mid-Term Exam:** In order to verify the comprehension of the course material, students will be given a number of questions to respond to after the Reading Week. More details will be provided.

**Film Assignment:** After the Reading Week, students will write a reflexive paper combining the film content with the course readings. More details will be provided for this assignment.

**Take-Home Final Exam** – In the final week of class, students will receive the questions/topics to write a take-home exam covering the material discussed during the course. Typically, the exam will contain a number of questions that could vary from short essays to reflexive formats. More details will be provided for this assignment.

### **Policies and Procedures:**

#### *Grading Policy:*

Assignments will be evaluated primarily based on a student's understanding of the material presented in the course. Other factors that figure in the evaluation of assignments include creative and critical insight and writing (clarity, coherence, and organization).

#### *General Course Policies:*

1. Avoid disrupting class by joining in late or allowing background noise to disturb the dynamics of the class. Disruptions will result first in a warning and then in a 5% penalty to the student's final grade. If the student's behaviour is disturbing the learning environment of the class, they will be asked to leave.
2. It is expected that students will be respectful of their fellow students, their instructor, and cultures and traditions that are not their own.
3. Plagiarism consists of passing off as one's own the ideas, words, writings, etc., that belong to someone else. In accordance with this definition, you are committing plagiarism if you copy another person's work and turn it in as your own, even if you should have the permission of that person. This is a serious issue. Violation of the university's policy will result in a grade penalty or failure of the course. This type of violation will stay in your academic record.
4. Assignments must be delivered on time. Penalties will be applied for late or not delivered assignments.
5. Students are responsible for taking their own lecture notes. Course outline, journal articles and book chapters will be posted online on Desire2Learn at least one week prior to the due date. All the course readings will be provided as scanned PDF documents, published on Desire2Learn.
6. The primary communication tool between the instructor and students is Lakehead University's email account. Students are asked to check regularly (including before the class) their LakeheadU email account

and Desire2Learn for unforeseen changes to the class. Grades are supposed to be returned to the students at a maximum period of two weeks after the assignment is delivered.

7. Students are welcome to schedule online appointments to discuss any topic related to their academic progress or course content.

8. This syllabus is subject to minor changes during the course of the semester.

### Course Schedule

**Week 1**                      **Course Outline Presentation / Overview of Indigenous Nations in Canada**

**(Sept-7)**

**Week 2**                      **The Royal Proclamation and the Indian Act**

**(Sept-14)**

DICKASON, Olive P. & NEWBIGGING, William. (2010). *A Concise History of Canada's First Nations*. Toronto: Oxford University Press, pp. 109-116; 186-202.

MILLOY, John. "Indian Act Colonialism: A Century of Dishonour, 1869-1969". (2008). In: *Research Paper for the National Centre for First Nations Governance*. West Vancouver: National Centre for First Nations Governance, pp. 1-21.

BORROWS, John. (2002). "Wampum at Niagara: The Royal Proclamation, Canadian Legal History, and Self-Government". In: *Aboriginal and Treaty Rights in Canada* (Edited by Michael Asch). Vancouver: UBC Press (Chapter 6), pp. 155-172.

**Week 3**                      **Indigenous Philosophies and Critical Approaches to Reconciliation**

**(Sept-21)**

SIMPSON, Leanne B. (2017). *Dancing on Our Turtle's Back* (Chapters 1 & 2). Winnipeg: Arp Books.

JOHNSON, Harold. (2007). *Two families: treaties and government* (Chapter 5). Saskatoon: Purich Pub: 41-54.

WARRY, Wayne. (2007) *Ending Denial: Understanding Aboriginal Issues* (Chapter 7). Toronto: Broadview Press.

**Week 4**                      **Historical Treaties – I**

**(Sept-28)**

THE JAMES BAY TREATY: TREATY No. 9. (1905-1906). Reprinted in 1964 (Ottawa). *Government of Canada*, pp. 1-35.

MUSHKEGOWUK COUNCIL. (2012). The Real Agreements as Orally Agreed to: The James Bay Treaty No. 9. (*Presentation of the Mushkegowuk Council*), pp. 1-28.

ASCH, Michael. (2001). Indigenous Self-Determination and Applied Anthropology in Canada: Finding a Place to Stand. In: *Anthropologica*, Vol. 3, No. 2, pp. 201-207.

### **Week 5**

#### **Historical Treaties – II**

**(Oct-5)**

LONG, S, Jonh. (2010). *Treaty No. 9: Making the Agreement to Share the Land in Far Northern Ontario in 1905*. Montreal and Kingston: McGill-Queen's University Press (Introduction and Chapter 1), pp. 3-33.

VENNE, Sharon. (2002). "Understanding Treaty 6: An Indigenous Perspective". In: *Aboriginal and Treaty Rights in Canada* (Edited by Michael Asch). Vancouver: UBC Press (Chapter 7), pp. 173-207.

### **Week 6**

#### **Fall Reading Week**

(No Class: Thanksgiving & Fall Reading Week, Oct 9-13)

### **Week 7**

#### **\*\* Film Assignment and Midterm \*\***

**(Oct-19)**

### **Week 8**

#### **Aboriginal Title and Modern Treaties**

**(Oct-26)**

ASCH, Michael & ZLOTKIN, Norman. (2002). "Affirming Aboriginal Title: A New Basis for Comprehensive Claims Negotiations". In: *Aboriginal and Treaty Rights in Canada* (Edited by Michael Asch). Vancouver: UBC Press (Chapter 8), pp. 208-230.

TAIAIAKE, Alfred. (2000). *Deconstructing the British Columbia Treaty Process*.

### **Week 9**

#### **Aboriginal Rights and the Justice System: Critical Approaches**

**(Nov-2)**

BELL, Catherine & ASCH, Michael. (2002). "Challenging Assumptions: The Impact of Precedent in Aboriginal Rights Litigation". In: *Aboriginal and Treaty Rights in Canada* (Edited by Michael Asch). Vancouver: UBC Press (Chapter 2), pp. 38-74.

ASCH, Michael. (2014). Aboriginal Rights and the Canadian Constitution. In: *On Being Here to Stay*. Toronto, Bullafo, London: University of Toronto Presspp. 10-33.

## Week 10

### **Case Study I: Fishing Rights and Traditional Ecological Knowledge**

(Nov-9)

HARRIS, Douglas. (2001). *Fish, law and colonialism: the legal capture of Salmon in British Columbia* (Chapter 4). Toronto: University of Toronto Press, pp. 186-215.

NADASDY, Paul. (2003). *Hunters and Bureaucrats: Power, Knowledge and Aboriginal-State Relations in the Southwest Yukon*. Vancouver & Toronto: UBC Press (Chapter TBD).

## Week 11

### **Case Study II: Contemporary Land Conflicts, Development and Resource Management**

(Nov-16)

RUSSEL, Peter H. (2010). "Oka to Ipperwash: The Necessity of Flashpoint Events." In: *This Is an Honour Song. Twenty Years since the Blockades*. Ladner, Kiera L. and Leanne Simpson (Eds.). Winnipeg: Arbeiter Ring, pp. 29-46.

DEVRIES, Laura. (2011). *Conflict in Caledonia: Aboriginal Land Rights and the Rule of Law* (Chapter 4). Vancouver: UBC Press, pp. 81-109.

## Week 12

### **Culture, Citizenship and Identity**

(Nov-23)

WARRY, Wayne. (2007) *Ending Denial: Understanding Aboriginal Issues* (Introduction, Chapters 2, & 6). Toronto: Broadview Press.

## Week 13

### **Wrap-up**

(Nov-30)

Review of the content, evaluation of the course and delivery of the Take-Home Exam questions.

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## **Desire2Learn**

The course uses Desire2Learn for its course website. To access the course website, or any other Desire2Learn-based course website, go to the LU portal login page at <https://lakeheadu.desire2learn.com/> and log in using your LU username and password. Once you have logged in to the portal, look for the **mycourse** link module, where you'll find the link to our course website along with the link to all other Desire2Learn-based courses you are registered.

## **Use of AI**

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variant Bing (built by OpenAI) and Bard (built by Google), among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E. **Any use of GenAI**

**systems to produce assignments for this course is not permitted.** All work submitted for evaluation in this course must be the student's original work. The submission of any work containing AI-generated content will be considered a violation of academic integrity ("Use of Unauthorized Materials").

### **Accessibility Needs**

Lakehead University is committed to accessibility. If you require accommodations for a disability or have any accessibility concerns about the course, the classroom or course materials, please contact Student Accessibility Services as soon as possible.