

POLI 4911 FA
RECONCILIATION AND INDIGENOUS POLITICS IN CANADA
Fall 2019

Friday: 2:30pm to 5:30pm
Room: ATAC 2006

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Office Hours: Friday 10:30am to 2:00 pm

1. Course Description

In recent years, Canadian officials and citizens have expressed an increasing commitment to the goal of reconciliation with Indigenous peoples. But what is “reconciliation” and what exactly is being reconciled? In this course, students will be introduced to the (1) historical political conditions that gave rise to this new era of reconciliation, (2) the main points of disagreement on what demands reconciliation makes of Canada and its citizens, and (3) the prospects for future success. Although elements of law and Indigenous thought will be discussed, this is not a course in Indigenous legal and political thought. Rather, the course materials will introduce students to the work of Indigenous activists and scholars, focussing on challenges this work *poses to non-Indigenous Canadian institutions and society*, especially where it engages political debates over land, nationhood, and sovereignty.

2. Course Materials

No Required Texts. Course readings will be available either through the library portal or they will be uploaded to D2L.

3. Course Requirements

1. Participation and Attendance (**30%**): Participants who attend and participate have an opportunity to earn up to 30% for their time and effort.
2. Presentation (**25%**): Participants will give a presentation 15 to 20-minute presentation for one of the weekly readings. Presenters should summarize the main points of the work(s) and provide their critical interpretation of the arguments and evidence offered in the work(s).

3. Final Paper (**45%**): 10 to 12-page essay (approx. 2,500-3,000 words): To be uploaded to D2L during final exam period: specific date to be announced.

4. E-mail

E-mail will be answered within two business days. Do not submit any class assignments by e-mail, unless instructed to do so. Please use e-mail only for quick queries and to set up appointments out of regularly scheduled office hours.

I welcome e-mail queries and comments. All students are required to have a valid Lakehead e-mail address. It is your responsibility to maintain your e-mail address in good working order. The University expects you to correspond with me through your official e-mail address, and not through a commercial e-mail account.

Failure to receive important class announcements and messages from me because of a faulty e-mail account (for example, an account which screens out my e-mails as junk mail; bounced messages because of overloaded caches) are not legitimate excuses.

Forwarding your Lakehead email to a Hotmail, Gmail, Yahoo or other type of e-mail account is not advisable. In some cases, messages from your Lakehead addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that e-mails from me may end up in your spam or junk mail folder.

5. Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me, and/or Accessibility Services. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

6. Essays

You are to complete one essay. The goal of the essay is to provide a clear, concise response (argument) to the research question backed by rational consideration of the evidence.

Summarize your response (argument) in a sentence or two – the thesis statement – and appear in the first paragraph of your essay. Be explicit. The reader should be clear on what you are arguing. Assume an educated reader. Do not spend more than

a few paragraphs providing background information. Focus on providing information that advances your argument. While the balance of the paper will defend your argument, you should also acknowledge counterarguments and seek to demonstrate that your argument is superior.

7. Formatting bibliographies, references

The written assignments will all be double-spaced in 12pt Times New Roman font with standard margins. Essays should be free of spelling and grammatical errors. They must include appropriate citations and complete bibliography.

Include a title page with your name, the date, the course number, and my name.

In completing the written assignments, students must cite all facts and figures that are not common knowledge and must cite all ideas that are borrowed from other authors. Students must use a recognized standard format correctly in their bibliographies, references, and footnotes. Failure to do so will result in substantial penalty in calculating your assignment grade.

The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences. Also, it is not acceptable to submit the same assignment in two different courses.

8. Schedule

Week 1: Introductions

Friday, September 6

Readings:

No readings

Week 2: First Things First

Friday, September 13

Readings:

Thomas King, (2012). Chap. 1 "Forget Columbus" in *The Inconvenient Indian: A curious account of Native People in North America* (Double Day Canada).

*On D2L

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

*On D2L

Adam Barker, Toby Rollo & Emma Battell Lowman. "Settler Colonialism and the Consolidation of Canada in the Twentieth Century." In *The Routledge Handbook of the History of Settler Colonialism*, eds. Edward Cavanagh & Lorenzo Veracini. New York: Routledge, 153-168.

*On D2L

Recommended

Borrows, John. (1997). "Wampum at Niagara: The Royal Proclamation, Canadian Legal History, and Self-Government." *Aboriginal Treaty Rights in Canada: Essays of Law, Equality, and Respect for Difference*, edited by Michael Asch. Vancouver: University of British Columbia Press, 155-172.

Watch – Doctrine of Discovery/Native American Treaties:

<http://youtu.be/kVo4htA9MK8>

Watch - The White Man's Burden

http://www.youtube.com/watch?v=cS__4F8QSNU

Week 3: Jurisdiction

Friday, September 20

Readings:

McCrossan, Michael and Kiera Ladner. "Eliminating Indigenous Jurisdictions: Federalism, the Supreme Court, and Territorial Rationalities of Power." *Canadian Journal of Political Science* 49, no. 3 (2016): 411-431.

*On D2L

Logan, Tricia E. (2014). "Memory, Erasure and National Myth." *Colonial Genocide in Indigenous North America* (Andrew Woolford, Jeff Benvenuto, and Alexander Laban Hinton, eds.) Duke University Press, pp. 149-165.

*On D2L

Recommended

Sharon H. "Understanding Treaty 6: An Indigenous Perspective." *Aboriginal and Treaty Rights in Canada*. Ed. Asch, Michael. Vancouver: UBC Press, 1997. pp 173-207.

*On D2L

Watch – A Brief Introduction to Wampum:
<http://www.youtube.com/watch?v=oSrWCkvOFa0>

Watch - As Long as the Sun Shines – the spirit & intent of treaties:
<http://youtu.be/3m47ZWjkAM0>

Week 4: Citizenship

Friday, September 27

Readings:

Russell, Peter H. (2017). “Can Canada Retrieve the Principles of its First Confederation?” Kiera Ladner and Myra Tait, eds., *Surviving Canada: Indigenous Peoples Celebrate 150 Years of Betrayal*, Winnipeg: Arp Books, 77-91.

*On D2L

Green, Joyce. (2017). “The Impossibility of Citizenship Liberation for Indigenous People,” In *Citizenship in Transnational Perspective: Australia, Canada, and New Zealand* (Jatinder Mann, Ed.). Palgrave Macmillan, pp. 175-188.

*On D2L

Recommended

Youngblood Henderson, James (Sa’ke’j). “Sui Generis and Treaty Citizenship.” *Citizenship Studies* 6, no. 4 (2002): 415-426.

Horn-Miller, Kahente. “What does Indigenous Participatory Democracy Look Like? Kahnawà:ke’s Decision Making Process.” *Review of Constitutional Studies* 18(1) (2013): 111- 132.

Week 5: Politics of Recognition

Friday, October 4

Readings:

Singh, Jakeet. (2014). “Recognition and Self-Determination: Approaches from Above and Below.” *Recognition Versus Self-Determination: Dilemmas of Emancipatory Politics*, edited by Andrée Boisselle, Glen Coulthard, Avigail Eisenberg, Jeremy H. A. Webber, Vancouver: UBC Press, 47-74.

*On D2L

Coulthard, Glen. "Place Against Empire: Understanding Indigenous Anti-Colonialism." *Affinities: A Journal of Radical Theory, Culture, and Action* 4, no. 2 (2010): 79-83.

*On D2L

Recommended

Stewart Motha, "Reconciliation as Domination" in Scott Veitch, *Law and the Politics of Reconciliation* (Aldershot: Ashgate Publishing, 2007): 69-92.

Watch - "Dancing Around the Table," parts 1 and 2 at:

http://www.nfb.ca/film/dancing_around_the_table_1/ and
http://www.nfb.ca/film/dancing_around_the_table_part_two/

Week 6: Politics of Reconciliation

Friday, October 11

Readings:

Arthur Manuel, (2017). "Part 6: False Reconciliation," In *The Reconciliation Manifesto: Recovering the Land, Rebuilding the Economy*.

*On D2L

James Tully, "Chapter 7: The negotiation of reconciliation" in *Public Philosophy in a New Key: Volume II: Democracy and Civic Freedom* (Cambridge: Cambridge U Press, 2008): 223-256

*On D2L

Recommended

Carole Blackburn, "Producing Legitimacy: Reconciliation and the Negotiation of Aboriginal Rights in Canada" (2007) 13 *J of the Royal Anthropological Ins.* 621-638.

Watch – The Oka Crisis CBC: <https://www.youtube.com/watch?v=61ldZTjlfGE>

Week 7: Reading Week – NO CLASS

Friday, October 18

Readings:

Leanne Simpson, "I am Not a Nation State"
<https://www.leannesimpson.ca/writings/i-am-not-a-nation-state>

Week 8 Gender and Indigenous Feminisms

Friday, October 25

Readings:

Starblanket, Gina. (2017). "Being Indigenous Feminists: Resurgences Against Colonial Patriarchy." *Making Space for Indigenous Feminism* (2nd) (Joyce Green, ed.). Halifax and Winnipeg: Fernwood Press, pp. 21-41.

*On D2L

Lawrence, Bonita. "Gender, Race, and the Regulation of Native Identity in Canada and the United States: An Overview." *Hypatia* 18, no. 2 (2003): 3-31.

*On D2L

Recommended

Kuokkanen, Rauna. "Globalization as Racialized, Sexualized Violence – the Case of Indigenous Women." *International Feminist Journal of Politics* 10 (2008): 216-233.

Dhamoon, Rita Kaur. "A Feminist Approach to Decolonizing Anti-Racism: Rethinking Transnationalism, Intersectionality, and Settler-Colonialism." *Feral Feminisms* 4 (2015): 20-38.

Week 9: Indigenous Children and Childhood

Friday, November 1

Readings:

Cindy Blackstock, "Residential Schools: Did They Really Close or Just Morph into Child Welfare?" (2007) *6 Indigenous Law Journal* 71.

*On D2L

Cassidy, Julie. "The Stolen Generations - Canada and Australia: The Legacy of Assimilation." *Deakin Law Review* 11.1 (2006): 131-77.

*On D2L

Simpson, Leanne. (2011). Chapter 7 “Protecting the First Hill: Nurturing
Eniigaanzid Children,” In *Dancing on Our Turtle’s Back*. ARP.

*On D2L

Recommended

Blackstock, Cindy. "Social Movements and the Law: Addressing Engrained
Government Based Racial Discrimination against Indigenous Children."

Indigenous Law Bulletin (2016).

*On D2L

Week 10: Land and Environment

Friday, November 8

Readings:

Anna J. Willow “Clear-Cutting and Colonialism: The Ethnopolitical Dynamics of
Indigenous Environmental Activism in Northwestern Ontario,” *Ethnohistory*
(2009) 56 (1): 35-67.

*On D2L

Ladner, Kiera L. “Governing Within an Ecological Context: Creating an
Alternative Understanding of Siiksikaawa Governance.” *Studies in Political
Economy* 70(1) (2003): 125-150.

*On D2L

Recommended

Simpson, L. B. (2014). “Land as pedagogy: Nishnaabeg intelligence and rebellious
transformation”. *Decolonization: Indigeneity, Education & Society*, 3(3).

*On D2L

Watch Ellen Gabriel, “System Change not Climate Change”

https://www.youtube.com/watch?time_continue=2&v=A4B2SHdBaIQ

Week 11: Justice

Friday, November 15

Readings:

Patricia Monture-OKanee and Mary Ellen Turpel, “Aboriginal Justice, Aboriginal
Peoples and Canadian Criminal Law: Rethinking Justice” (1992) 29 *UBC L Rev*

241-277
*On D2L

David Milward, "Making the Circle Stronger: An Effort to Buttress Aboriginal Use of Restorative Justice in Canada against Recent Criticisms" (2008) 4.3 *IJPS* 124.

*On D2L

Mark Walters, "The Jurisprudence of Reconciliation: Aboriginal Rights in Canada" in Will Kymlicka & Bashir Bashir eds., *The Politics of Reconciliation in Multicultural Societies* (Oxford: Oxford University Press, 2008):165-191

*On D2L

Recommended

Bronwyn Anne Leebaw, "The Irreconcilable Goals of Transitional Justice" (2008) 30:1 *Human Rights Quarterly* 95-118

Elazar Barkan, "Historical reconciliation: redress, rights and politics" (2006) 60 *J. of Int. Affairs* 1-15.

Week 12: UNDRIP

Friday, November 22

Readings:

Anaya, James S. "Self-Determination: A Foundational Principle." *Indigenous Peoples in International Law*. 2nd edition, New York & Oxford: Oxford University Press, 2004. 97-128.

Brenda L Gunn, "Overcoming Obstacles to Implementing the UN Declaration on the Rights of Indigenous Peoples in Canada," (2013) 31 *Windsor Y B Access Just* 151, 152-155, 163-178

*On D2L

Steven T. Newcomb, "The UN Declaration on the Rights of Indigenous Peoples and the Paradigm of Domination" (2011) 20 *Griffith L. Rev.* 578

*On D2L

Recommended

Bohaker, Heidi and Franca Iacovetta. "Making Aboriginal People 'Immigrants Too': A Comparison of Citizenship Programs for Newcomers and Indigenous

Peoples in Postwar Canada, 1940s–1960s.” *The Canadian Historical Review* 9(3)
(2009): 427-461.
*On D2L

Week 13: Pedagogy and Curricula

Friday, November 29

Readings:

Gaudry, Adam and Danielle Lorenz. "Indigenization as Inclusion, Reconciliation, and Decolonization: Navigating the Different Visions for Indigenizing the Canadian Academy." *AlterNative*, Vol. 14(3) (2018): 218–227.
*On D2L

Tuck, Eve & Wayne K. Yang. “Decolonization is not a Metaphor.”
Decolonization: Indigeneity, Education & Society 1, no. 1 (2012): 1-40.
*On D2L

Recommended

Linda Alcoff, The Problem of Speaking for Others
<http://alcoff.com/content/speaothers.html>

Watch: Schooling the World <https://www.youtube.com/watch?v=oDxYWspiN-8>