

**Political Science/ Northern Studies 4213**  
**Politics in the Canadian North**  
**Department of Political Science/ Lakehead University**  
**Winter 2018: Wednesday, 2:30pm-5:30pm**  
**Ryan Building 3027**

Course Director: Travis Hay  
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**Course Description:**

This course interrogates contemporary political issues in the provincial and territorial norths of Canada. Topics will range from political theories of settler colonialism to concepts such as Arctic sovereignty and food security; the course will also cover the politics of housing, healthcare, and education across the Canadian north. By employing a place-based pedagogy that is rooted in a political understanding of Thunder Bay as a northern locale or a ‘gateway to the north’, this seminar course aims to enhance students’ understanding of the socio-economic relations that produce the ‘Canadian north’ as both a real and an imaginary space central to the constitution of Canada as a nation.

**Required Texts:**

This course has no required texts: all readings are electronic and can be accessed through the course website. Please see the below section on the submission of assignments for more details concerning course emails and websites.

**Grade Breakdown:**

Participation:	20%
Critical Analysis Papers x 2 (10% each):	20%
Book Review:	15%
Class Presentation:	15%
Final Paper:	30%

**Note on Submission of Assignments:**

This course aims to be paperless as far as possible; accordingly, students are expected to submit assignments electronically in .doc or .docx format and will need a valid Lakehead university e-mail to receive feedback. When assignments are submitted electronically, students will receive a confirmation of receipt email from the instructor within two business days.

Forwarding your Lakehead email to a Hotmail, Gmail, Yahoo or other type of e-mail account is not advised, as these servers (such as Hotmail, Gmail, and Yahoo accounts) often filter course emails as junk mail or spam. Failing to receive class updates, notifications, and announcements because of a faulty third party e-mail account will not be considered a legitimate excuse. Please use your Lakehead e-mail.

Assignments will be written in Times New Roman, sized 12, double-spaced format and will follow the Chicago referencing style. MLA, APA, and other in-text referencing formats will not be accepted, and students are expected to be familiar with footnote usage both as references and as chances to provide further context and elaboration. Failure to properly conform to standard Chicago referencing practices will result in penalties when calculating grades.

## **Details of Assignments**

### **Participation**

As a fourth-year seminar course, students are expected to engage with the course readings and come to class prepared to discuss themes, arguments, and comparisons within and between articles. A large portion of the final grade will be based on whether or not students consistently demonstrate a close reading of assigned materials. This grade will also be based on the amount of respect students show one another while dealing with difficult and often controversial ideas related to colonialism, race, gender, class, and other categories of Canadian identity formation. Thus, the reason a full 20% of the final grade is based on participation is a reflection of the importance of participation, as well as an acknowledgement that a considerable amount of this course's workload comes in the form of reading and discussing articles. Students who read the readings in a comprehensive fashion will do well in this category, whereas those who try to get by with quick and shallow readings may see their grades suffer.

### **Critical Analysis Papers (x2)**

Students will be expected to critically review, summarize, and engage with a given week's readings inside of a 2-page paper to be submitted on the day the articles are discussed. Grades will be given based on the student's ability to isolate key arguments or concepts introduced in the articles and to synthesize them with themes or ideas reviewed in class discussion. Importantly, students should understand that the critical analysis papers are not to be treated as 'recaps' of articles, but as topical or theoretical engagements with their content; thus, it is a good idea to reference other readings and cite other assigned articles in the course. NOTE: if students have selected a certain week's topic as the subject of their final paper, they will be unable to submit a critical analysis for that week's reading (that is, if you wish to submit your final paper on the topic of healthcare, you are not eligible to submit a critical analysis for Week Four).

### **Book Review (Due: Feb. 14<sup>th</sup>)**

Students will select a book related to northern studies and provide a five-page review (not including footnotes and bibliographical sections). This book can and should be part of a broader

research platform that informs your final paper and class presentation. Accordingly, students must clear their book review selection with the course instructor. Sufficient class time will be given over to discussions of how to best write a book review.

### **Final Paper (Due: April 4<sup>th</sup>)**

The purpose of the final assignment is to give students the chance to respond to the class materials and themes in a way they feel is appropriate. The suggested format is an 8-page paper focusing on a particular subject drawn from the weekly reading schedule; however, students are also free to compose music, create art, or produce film content should they prefer to express their ideas this way. Students are asked to clear the topic and their particular approach or argument with the course instructor before beginning this final assignment. NOTE: all creative assignments will also require a 500-word explanation describing the project and how it reflects or embodies the student's engagement with the course content.

### **Class Presentation (Final Two Weeks of Class)**

For the final two classes, students will lead class discussions based on presentations of their final research projects. In preparing these presentations, which will be a minimum of 10 minutes in length, students should avoid simply reading their final paper; rather, students should explain the trajectory of their thinking about the Canadian north, explain their interest in or engagement with their chosen topic, review the literature and political context of the issue at hand, and offer a final summary, argument, or viewpoint related to their research. The structure of this assignment, together with the book review and final research paper, asks students to focus their learning objectives by mastering one subject and teaching it to their peers. Students should understand that they will not be tested in a final exam on the breadth of course materials but graded on the basis of a rigorous scholarly engagement with a single topic.

### **A Note on Plagiarism**

Lakehead University's policy on academic honesty can be found at the following url: <http://idc.lakeheadu.ca/wp/print.php?pg=14>. Students are encouraged to always contact the professor regarding questions related to plagiarism and academic dishonesty. A zero tolerance policy will be in effect, as the point of this course is to establish critical and creative capacities in students, which is heavily undermined by attempts to steal from other scholarly or creative productions.

**TENTATIVE CLASS AND READING SCHEDULE**  
**(Subject to Change)**

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**Week One**

Wednesday, January 10<sup>th</sup>

*Introduction, Course Description, Outline Discussion*

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**Week Two**

Wednesday, January 17<sup>th</sup>

*Theoretical Foundations and Conceptual Frameworks*

Read:

Lorenzo Veracini, "Introduction: The Settler Colonial Situation" in *Settler Colonialism: A Theoretical Overview*, p. 1-15.

Patrick Wolfe, "The Settler Complex: An Introduction" in *The American Indian Culture and Research Journal*, Vol. 37, No. 2 [2013]: pp. 1-17.

Eve Tuck and K. Wayne Yang, "Decolonization is not a Metaphor" in *Decolonization: Indigeneity, Education and Society*, Vol. 1, No. 1 [2012]: pp. 1-40.

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**Week Three**

Wednesday, January 24<sup>th</sup>

*Situating Ourselves in Northern Studies*

Read:

Steven High, "Responding to White Encroachment: The Robinson-Superior Treaty and the Capitalist Labour Economy: 1880-1914" in *Thunder Bay Historical Museum Society Papers and Records*, Vol. XXII [1994]: pp. 23-39.

Thomas Dunk, "The Regional Context" in *It's a Working Man's Town: Male Working Class Culture in Northwestern Ontario*, pp. 45-62.

Nancy Forestell, "Women, Gender, and the Provincial North" in *Northern Visions: New Perspectives on the North in Canadian History*, pp. 107-117.

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**Week Four**

Wednesday, January 31<sup>st</sup>

*Social Determinants of Health and the Politics of Healthcare Access*

Read:

See Pamela Palmater, “Stretched Beyond Human Limits: Death by Poverty in First Nations”, *Canadian Review of Social Policy*, Vol. 65, No. 66 [2011]: pp. 112-127.

Lori Chambers and Kristin Burnett, “Jordan’s Principle: The Struggle to Access On-Reserve Healthcare for High Needs Indigenous Children in Canada” in *The American Indian Quarterly*, Vol. 41, No. 2 [Spring 2017]: pp. 101-124.

Annette Browne, “Discourses Influencing Nurses’ Perceptions of First Nations Patients” in *The Canadian Journal of Nursing Research*, Vol. 37, No. 4 [December 2005]: pp. 62-87.

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**Week Five:**

Wednesday, February 7<sup>th</sup>

*Food Insecurity, Grocery Store Monopolies, and Corporate Greed*

Read:

Kristin Burnett, Kelly Skinner, Joseph LeBlanc, ‘From Foodmail to Nutrition North Canada: Reconsidering Federal Food Subsidy Programs for Northern Ontario’ in *The Canadian Journal of Food Studies* Vol. 2, No. 15 [2015]: pp. 141-156.

Watch: APTN Investigates, Episode “Wasting Away”; available online at: <http://aptnnews.ca/2014/11/21/wasting-away/>

Check out stories on Kashechewan Fraud for Breakfast Program:

<http://www.cbc.ca/news/canada/thunder-bay/kashechewan-fraud-guilty-pleas-1.4422721>

<http://nationalpost.com/news/politics/company-accused-of-misappropriating-millions-in-health-care-funding-meant-for-impooverished-first-nation>

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**Week Six:**

Wednesday, February 14<sup>th</sup>

NO CLASS: *Community Event: Full Moon Memory Walk*

\* Book Review Assignment Due \*

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**Week Seven:**

Wednesday, February 21<sup>st</sup>

*Reading Week*

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### **Week Eight**

Wednesday, February 28<sup>th</sup>

*Housing (Documentary Viewing: People of the Kattawapiskak River)*

Read:

Robert Robson, "Suffering an Excess Burden: Housing as a Health Determinant in the First Nations Community of Northern Ontario", *Canadian Journal of Native Studies* Vol. 28, No. 1 [2008]: pp. 71-87.

Kristin Burnett, Lori Chambers, and Travis Hay, "'A Tragedy to Be Sure': Heteropatriarchy, Historical Amnesia, and Housing Crises in Northern Ontario" in *Understanding Atrocities: Remembering, Representing, and Teaching Genocide*, pp. 145-162.

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### **Week Nine**

Wednesday, March 7<sup>th</sup>

*Inuit Indian Policy: Relocations, the Disk System, and Arctic Sovereignty*

Read:

Derek G. Smith, "The Emergence of 'Eskimo Status': An Examination of the Eskimo Disk List System and Its Social Consequences" in *Anthropology, Public Policy, and Native Peoples in Canada*, pp. 41-68.

Alan R. Marcus, *Out in the Cold: The Legacy of Canada's Inuit Relocation Experiment in the High Arctic*, pp. 1-24.

Pauline Wakeham, "At the Intersection of Apology and Sovereignty: the Arctic Exile Monument Project" in *Cultural Critique*, No. 87 [Spring 2014]: pp. 84-143.

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### **Week Ten**

Wednesday, March 14<sup>th</sup>

*Education (Documentary Viewing: Hi-Ho-Mistahey)*

Read:

Kelly Black, "Extracting Northern Knowledge: Tracing the History of Post-Secondary Education in the Northwest Territories and Nunavut" in *The Northern Review*, Vol. 40 [2015]: pp. 35-61.

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**Week 11**

Wednesday, March 21<sup>st</sup>

*Questioning Research Relations and Knowledge Production*

Read:

Mary Jane McCallum, "The Last Frontier: Isolation and Aboriginal Health" in *The Canadian Bulletin of Medical History*, Vol. 22, No. 1 [2005]: pp. 103-120.

Dennis McPherson, "Indian on the Lawn: How are Research Partnerships with Aboriginal Peoples Possible?" in *APA Newsletter*, Vol. 5, No. 2 [Spring 2006]: 1-10.

Linda Tuhiwai Smith, "Chapter Four: Research Adventures on Indigenous Lands" in *Decolonizing Methodologies: Research and Indigenous Peoples*, pp. 78-94.

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**Week 12**

Wednesday, March 28<sup>th</sup>

*Presentations*

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**Week 13**

Wednesday, April 4<sup>th</sup>

*Presentations*

\* Final Paper Due \*

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