



CAMOSUN COLLEGE
Eyē Sqâ'lewen (IECC)
Indigenous Studies

IST 232
Indigenous Political Science
Fall 2019

COURSE OUTLINE

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Kelly Aguirre
(b) Office hours	Tuesdays 3:00-4:00pm Paul 229
(c) Location	Tuesdays 11:00am-1:50pm Wilna Thomas 234
(d) Phone	250-370-3162 Alternative:
(e) E-mail	aguirrek@camosun.bc.ca - Please use this email to reach me, not D2L

2. Course Description and Intended Learning Outcomes

This course is an introduction to Indigenous political science. Students will gain awareness about historical and contemporary perspectives on Indigenous political epistemologies, policy initiatives and political organizations. Students will integrate new learning from themes presented with non-Indigenous governments as a way of creating transformative political structures for Indigenous communities.

On completion of this course students will be able to:

- *Describe historical and contemporary Indigenous political environments with respect to local and other Indigenous nations of North America.*
- *Analyse the impact of Canadian government policies on Indigenous peoples.*
- *Describe the impact of Canadian government policies on political relationships with Indigenous peoples.*
- *Explain the diverse contemporary indigenous political structures, organizations, and movements.*

3. Required Materials

This class has two textbooks that contain required readings. There will be copies in the bookstore for purchase as well as on reserve at the library. All other materials will be available on D2L or online and linked in the course outline. It is the student's responsibility to access and read all required texts each week.

Chelsea Vowel. *Indigenous Writes: A Guide to First Nations, Métis and Inuit Issues in Canada*. Winnipeg: Highwater Press, 2016.

Arthur Manuel and Ronald M. Derrickson. *Unsettling Canada: A National Wake-Up Call*. Toronto: Between the Lines, 2015.

4. Assignments

All written assignments are to be uploaded to designated drop boxes on D2L.

Unless specified below, all assignments received after the due date will receive a 5% per day penalty to a maximum of ONE WEEK after which I will not accept it unless you have consulted with me and received an accommodation.

All written assignments please use standard 12 pt Times New Roman font, at 1.5 – 2 spacing and 1 inch margins.

Please see Course Policies document on D2L.

1) Participation and Attendance: 10%

Participation is highly valued in this course. You will be assessed for your contributions to co-learning through discussion, preparedness for discussion by doing the required readings, attentiveness and level of engagement during lectures and in-class activities as well as regular, punctual attendance.

You must attend 80% of classes to pass the course. If there are extenuating circumstances that will lead you to miss more, this must be discussed with the instructor and academic advisors.

2) Political Story: 10% (pass fail grading)

Due: Sign-up Week 2 to share in Weeks 3-12 of class

Tell a story from your personal experience or re-tell a story from your oral tradition or one you have encountered (news media allowable) of an incident or event that relates to themes and topics in Indigenous politics from the course. You will be asked to share the story orally in class and submit a written reflection.

In your oral presentation, reflect on why you think this story is political/has political implications, how it relates to course themes and topics and present a few questions on its interpretation for the class.

After sharing the story in class, submit a SHORT written reflection (2 PAGES MAX) due within one week. This should contain a brief summary of the story and its context, your assessment and interpretation of the story as political and its relation to course themes and topics (you may use references to readings or course materials), reflection on its particular resonance to you personally and a

consideration of responses to the story in class discussion (did responses change your perspective etc.)

Your reflection must be written in complete paragraphs, not point form. Any quotations or paraphrasing from readings or other sources must be cited (what the source is, page number).

3) Word Warriors Dictionary: 25%

a) Weekly Definitions (12) 10% (pass fail grading)

b) Final Three Definitions 15%

Due: Weekly (one definition every week) | Final Three, December 6

Each class (beginning Week 2 – Week 13) will feature a series of related words important to that week's topic. Each week write a short definition of ONE of that week's words and submit this to D2L by the end of that week. You will get the 10% if you submit each week, but must submit all 12 weeks.

Don't use a dictionary. I don't expect you to research the word, just write a paragraph or two on the word's meaning and relation to Indigenous politics from your present understanding and awareness, and try to draw on how they are engaged in the required materials for that week or any materials covered up to that point (do cite any quotations).

For the end of term I would like you to choose THREE words that you've already written about that resonate with you and that you feel your understanding of has transformed over the term. You will expand and re-write an approximately 1-1.5 page entry on each word (6 pages max total), discussing how your perspective on their meaning and use in relation to Indigenous politics has changed, become more complex or expanded throughout the course. For these entries please utilize your notes from class discussions and refer to class discussion, readings or other media we have engaged (all references and quotations should be fully cited).

See the Word Warriors document on D2L for more details and instructions.

4) Indigenous Political Figure Infographic: 25%

Due: In-Class, October 22

You will research the biography and work of a contemporary Indigenous political figure from a list provided (or your own choosing, approved), then compile and design a digital 'infographic' that presents a biographical profile of this person creatively. We will share them in-class.

You must include a list of all your research sources, you must have a minimum of FIVE and are limited to TWO sources that are online dictionaries or encyclopedias.

If you are absent on the presentation day without pre-arranging an alternative date to share your infographic, you will lose 10% of the 25%.

See the Infographics folder on D2L for more details and instructions.

5) Political Project Ideas Fair: 30%

a. Written Reflection: 15%

b. Creative Display and Presentation: 15%

Topic Submission: By November 1 on D2L

Due: December 3 (Submission and Presentation)

You will research an Indigenous-led political campaign, action, movement, program or initiative centered on one of the weekly course topics.

You will prepare a display of your research (poster, power-point presentation or other creative display) and on the last day of class you will give a 10 minute MAX presentation on the project centered on this creative display.

See the Political Project Ideas Fair folder on D2L for details and instructions

5. Course Policies

Please see Course Policies document on D2L for more information on assignment submission, communication and conduct.

8. Recommended Materials to Assist Students to Succeed Throughout the Course

Our fantastic librarians have compiled a website for Indigenous Studies that should be your first stop for research assignments, find it here:

<http://camosun.ca.libguides.com/IndigenousStudies>

For tips on critical reading and engagement with texts please use the resources shared in class and posted on D2L. For citation help please see these guides:

<http://camosun.ca.libguides.com/cite>

There are a variety of services available for students to assist you throughout your learning including academic and Indigenous advisors, counsellors, accessibility, library and Writing Centre staff. Here are a few links:

IECC Student Supports | <http://camosun.ca/learn/school/indigenous-education-community-connections/students/index.html>

Centre for Accessible Learning | <http://camosun.ca/services/accessible-learning/>

Writing Centres | <http://camosun.ca/services/writing-centre/>

9. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts: <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

Assessment and Grading System

Standard Grading System (GPA)

Competency Based Grading System

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

4. Course Schedule and Weekly Readings

**Some of below readings, activities and order may be changed*

Week 1 (September 3): What We Will Do Together

- Introductions and review of Outline
- Weekly Topics, Readings and Textbooks
- Assignments, assessment and submission
- Class Policies
- D2L
- Word Warriors assignment

Week 2 (September 10): Ways of Knowing and Telling Politics: What's in a Name?

Method
Theory
Story

Word Warriors and Storytelling Assignments Review & Critical Reading

- Vowel Introduction “How to Read this Book”, Chapter 1 and 2
- Bob Joseph with Cynthia F. Joseph “Indigenous or Aboriginal, Does It Matter?” and “Terminology: Guidelines for Usage” in *Indigenous Relations: Insights, Tips &*

Suggestions to Make Reconciliation a Reality. Vancouver: Page Two Books, 2019: 7-9. 161-166.

- Andrew Heywood "What is Politics?" in *Politics* (4th Edition). Palgrave-MacMillan, 2013: 1-14, 19

Week 3 (September 17): Ways of Knowing and Telling Politics: *Disciplining Indigenous Politics*

Philosophy
Science
Discipline

Infographic Assignment Review and Sign-Up

- Kevin Bruyneel "Social Science and the Study of Indigenous People's Politics: Contributions, Omissions, and Tensions." in Lucero, Turner & VanCott Eds. *Oxford Handbook of Indigenous People's Politics*. Oxford University Press, 2014.

Week 4 (September 24): Ways of Doing Politics - Political Ecology

Relationality
Governance

- Kiera Ladner "Governing Within an Ecological Context: Creating an AlterNative Understanding of Blackfoot Governance" *Studies in Political Economy*, 70.1: 125-152.
- Gregory Cajete "The Ecology of Native American Community" *Native Science: Natural Laws of Interdependence*. Santa Fe: Clear Light Press, 2000: 85-105.

Week 5 (October 1): Ways of Doing Politics - Treaty Politics and Diplomacy

Treaty
Diplomacy

- Vowel Chapter 27, 28 and 29
- Leanne Simpson "Looking after Gdoo-Naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships." *Wicazo Sa Review*, 23.2 (2008): 29 - 42.

Week 6 (October 8): Ways of Doing Politics - Settler-Colonialism

Power
Colonialism
Domination

- Vowel Chapter 3, 13 and 26
- Manuel & Derrickson Chapter 1 and 2

- Eva Mackey “Introduction: Settler-Colonialism and Contested Homelands” in *Unsettled Expectations: Uncertainty, Land, and Settler Decolonization* (Winnipeg: Fernwood Publishing, 2016):

Week 7 (October 15): Constitutional Law - Self-Determination and Sovereignty

Constitution
Self-Determination
Sovereignty

- Vowel Chapter 30
- Manuel & Derrickson Chapters 3 and 4
- Madeline Rose Knickerbocker and Sarah Nickel “Negotiating Sovereignty: Aboriginal Perspectives on a Settler-Colonial Constitution, 1975-1983” *BC Studies* 190 *Histories of Settler Colonialism* (2016): 67-87.

Week 8 (October 22): Catch-Up, Mid-Term Review & Infographics

Infographic Assignment is Due - No Readings This Week

Week 9 (October 29): Constitutional Law - Aboriginal Rights and Title

Right
Title
Jurisdiction

- Manuel & Derrickson Chapters 5 and 6
- Vowel Chapter 14
- Bonita Lawrence “Aboriginal Title and the Comprehensive Claims Process” in Cannon and Sunseri Eds. *Racism, Colonialism, and Indigeneity in Canada: A Reader* (2nd Ed.). Oxford University Press, 2018: 123-133.

Week 10 (November 5): Tradition and Self-Government | Inuit Politics

Tradition
Self-Government
Law

Political Project Assignment Review

- Vowel Chapter 5, 6 and 19
- Stephen Cornell “Wolves Have A Constitution:” Continuities in Indigenous Self-Government” [The International Indigenous Policy Journal](#), 6.1 (2015)

Week 11 (November 12): Politics of Reconciliation

Reconciliation
Redress

Required:

- Vowel Chapter 20, 21 and 25
- Manuel & Derrickson Chapter 9
- Dale Turner “On the Idea of Reconciliation in Contemporary Aboriginal Politics” in Henderson and Wakeham Eds. *Reconciling Canada: Critical Perspectives on the Culture of Redress*. Toronto: University of Toronto Press, 2013: 100-114.

Week 12 (November 19): Nationhood and Identity | Métis Politics

Nationhood
People

Required:

- Vowel Chapter 4 and 22
- Adam Gaudry “Respecting Métis Nationhood and Self-Determination in Matters of Métis Identity” in Burnett and Read Eds. *Aboriginal History: A Reader*. Second Edition. Don Mills: Oxford University Press, 2016: 152-163.

Week 13 (November 26): Grassroots Movements and Resurgence

Resistance
Resurgence

- Manuel & Derrickson Chapters 14, 15, 16, 17
- Gina Starblanket “Being Indigenous Feminists: Resurgences Against Contemporary Patriarchy” in Green ed. *Making Space for Indigenous Feminism*. 2nd Edition. Halifax: Fernwood Press, 2017: 21-41.

Week 14 (December 3) Political Project Ideas Fair & Potluck Lunch

Note we will have a 10am start - this is a longer class to accommodate all presentations