



**CAMOSUN COLLEGE**  
***Eyē Sqâ'lewen (IECC)***  
***Indigenous Studies***

***IST 232***  
***Indigenous Politics***

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

(a) Instructor	Jarrad Reddekop
(b) Office hours	Weekly via Blackboard Collaborate, Tuesdays 11:00am-12:00pm or by appt.
(c) Location	"Course Room" on Blackboard Collaborate
(d) Phone	Alternative: _____
(e) E-mail	<a href="mailto:ReddekopJ@camosun.bc.ca">ReddekopJ@camosun.bc.ca</a>

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**2. Course Description and Intended Learning Outcomes**

*Students will explore key topics and issues in Indigenous politics. Students will explore historical and contemporary perspectives on Indigenous peoples' relations with the Canadian state (its institutions and policy initiatives), Indigenous political movements, organizations and governance as well as themes in Indigenous political thought and struggles across the continent. Students will critically engage with these perspectives to consider pathways of political transformation for Indigenous communities.*

*On completion of this course students will be able to:*

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

This course offers a broad introduction to themes in Indigenous politics; and as such it offers something of a mix in orientations. Our focus will be both historical and contemporary. We will concern ourselves *both* with Indigenous politics insofar as this has to do with relations between Indigenous peoples and the Canadian state, *and* (to as

great a degree as we can) with Indigenous political thought and the political traditions of Indigenous peoples. Therefore, we will have to spend some time understanding Western political thinking and institutions insofar as this bears on Indigenous politics, but our focus will not be confined to that. We will also take our orientations from Indigenous thinking and forms of political relation, and inevitably focus as well on questions of translation between or across political languages as this shapes political dynamics.

### 3. Required Materials

Readings for this course are drawn from one core text:

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

We will also be supplementing this text with other readings. Materials other than the main text 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.

\*Please note: readings may be subject to change as we go along through the course. Any changes will be posted as news items on D2L and made available at least a week in advance.

### 4. Assignments

All assignments are to be submitted to D2L unless otherwise noted.

Unless specified, 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 at least three days in advance of the due date and received an accommodation.

The assignment and grading breakdown for this course is as follows:

- i. Attendance/viewing of the 4 synchronous discussions: 10%
- ii. Forum discussion posts: 2 x 10% = 20%
- iii. News story analysis: 20%
- iv. Midterm Quiz: 20%
- v. Research paper: 30%

**i) Attendance/participation at synchronous sessions, or watching recorded version afterwards: 10% (4 x 2.5%)**

**Scheduled dates/times:** Sept. 22 @ 1:00pm; Oct. 20 @ 1:00 pm; Nov. 17 @ 1:00 pm; Dec. 8 @ 1:00 pm. These are all Tuesdays.

We will be holding synchronous class discussions once a month on Blackboard Collaborate, accessible through the course site on D2L. As this is an asynchronous

class, it is expected that not everyone will be able to attend our synchronous meetings together, **although it is highly recommended that you do this if at all possible.** During this bizarre pandemic time, we will have to rely on these sessions to replace much of the dynamic and live back-and-forth both with your peers and with your instructor that forms such a crucial part of our in-class learning together. For those that can't attend, the sessions will be recorded and you will be expected to view those recordings on your own time. Your grade for this is based simply on attendance and/or viewing the sessions. Show up or watch the video and get the grade.

**ii) Discussion posts: 2 x 10% each**

1 pg. each double spaced, 250-300 words

The first due by the end of **Week 7**; the second due by end of **Week 14**.

For this assignment, the term is split into two halves or periods: Week 1-7, and Week 8-14. In the first period/half of the course, and again in the second half, you will write a **short discussion post (250-300 words)** sometime during those weeks and also **comment on at least 2 posts** from your peers. You decide when you will write these posts, although I encourage you not to leave it to the last minute. Rather, the idea is to give you flexibility so that you can fit these in at a time that is less onerous for you. You will only be able to comment on others' posts once you have written your own (this is made automatic through D2L), so this will be an incentive to leave yourself plenty of time and do it as early as you can.

For your post, you will choose a teaching that you have found especially striking within the course materials, and you will respond to it. Try to articulate why that teaching matters or is important in your view. A point to consider could be, How might this connect to your own situation or praxis? Conversely, perhaps something is not sitting well with you. Use your discussion post to try to articulate what that is and why. By "course materials" here, I mean readings or any other required materials, excluding lectures. You can of course refer to lectures, but your primary focus should be tied to those materials that are not from or by your instructor. Make sure you cite your reference material(s) as well. (Since you will only be referring to required materials from the course syllabus, you can just use the in-text citation Chicago method without making a final bibliography/references list.)

When responding to/commenting on others' posts, there is no minimum word count, but your post needs to be long enough to encapsulate an idea. A quality response will go beyond simple statements like "I agree/disagree" (see below).

The aim here is to create an opportunity for peer-based learning and discussion, and for practicing the skills of responding to others' ideas in a thoughtful way.

*Assessment Criteria – or, how to write a good discussion post:*

- Does your contribution reflect a high-quality engagement with assigned course materials? (Does it show that you are doing the readings, and working hard to understand them? Does it show an ability to understand and analyze the arguments within the readings? This doesn't mean showing that you know everything. It also means trying to be clear about what you don't understand.)
- In your responses to others' posts, are you helping to advance a conversation and our collective learning together, helping to bring new aspects of a topic into consideration or deepen class understandings of what has already been discussed?
- Do your responses show that you are engaging respectfully with others, coming to the conversation with a good mind and heart? Does it show a commitment to a thoughtful and positive relational practice with your peers and instructor? Are you allowing yourself a degree of vulnerability before others as you work to learn together with them?
- Are you engaging at a high level with what others have said? A higher level of engagement means going beyond "I agree/disagree". Instead, how can you develop a theme or question someone has introduced? If there is something you don't understand, how can you clarify what that is so we can all learn it better? Could you take something they have said a step further, or apply it usefully in a new context? Are there new problems that arise in doing so? Perhaps the way someone has framed an issue seems wrong to you. How would you want to put the matter differently, and what's at stake in the difference? In all of this, again, it is also important to check one's ego: let's approach discussion from the point of view of trying to collectively puzzle through things together, rather than of digging in to positions we are then trapped by. Learning how to respond positively and constructively in dialogue with others, even on potentially fraught topics, is a crucial skill and this exercise should give you an opportunity to polish that particular stone.

**Grading Rubric for discussion post:**

Criteria	Value
Quality of engagement, main post	5
Citation	1
Clear and concise writing	2
Peer responses, quality of engagement	2

**iii) News story analysis** (2-3 pgs. double-spaced, ~ 650 words)  
Due Oct. 9

Kiera Ladner ("Taking the Field") invites us to distinguish between a view of Indigenous politics where this is reduced to Indigenous interactions with the state, and a more robust alternative, which starts from an acknowledgement that there are distinct

Indigenous traditions of political life and thought that are also at play in contemporary moments.

Pick a news story about a current event relevant to Indigenous politics in some way, and include a link to the article with your assignment. In your paper, answer the question: how is this article framing what and where politics is? What does it imagine “counts” as politics? Whose way of thinking predominates here? Where and how, accordingly, do Indigenous people fit into the picture? Drawing on course materials (**at least two sources, one of which can be a lecture**), offer your own assessment: does the article adequately articulate the politics at stake in your example? How does it build up its account of the world and, accordingly, the political terrain? Could the political implications of the issue it discusses be drawn out in another or better way – or, by contrast, does it do a reasonably good job of showing all the facets and complexities of the issue?

#### iv) Midterm Quiz

There will be one mid-term quiz, made up of definition, short answer, and possibly essay questions. It will effectively be an open-book, “take home”-style quiz. I will give you a longer list of questions at the start of the week, from which you will choose a select number to answer and hand in by the end of the week. Quiz questions are intended to reference specific readings or lecture material from the course, so answering the questions should involve going back and finding where we have talked about X *specifically within the context of this course*. While you will have access to all your usual resources while writing the quiz from home, including Google, be aware therefore that there are limits to *how useful the internet can be* in this kind of exercise.

#### v) Research Paper (minimum 6 pgs. double-spaced, ~1750 words) Due at end of term, Dec. 8

Pick one of our weekly political themes (or another theme that emerges from course materials/discussions, subject to approval), and explore it more deeply through a particular, real-world example. Your example can be contemporary or historical – but it should be something both Indigenous-focused and “political” in a broad sense. It could for example be an initiative, political movement, political event, an Indigenous way of practicing political existence, etc. Your task will be, first, to show how your example connects to your chosen theme. Tie your discussion in this regard, and your understanding of your theme, to course readings. Second, develop your own creative and critical analysis of your example in relation to your theme. Some questions you can consider in doing this (without having to answer each one) include: What issue(s) are, from your point of view, most crucially at stake in the way your example connects to your theme (i.e., what’s the “so what” here)? How well does your example engage those stakes? Does your example offer important teachings that could be applied to other cases, or lessons that a less careful observer (or an earlier version of yourself) might miss? Based on how your own thinking has developed over the term, would you want to engage the problem differently? What inferences can you draw from your research for

clarifying “pathways of political transformation for Indigenous communities”? **In addition to course readings, your research paper should cite at least three additional sources, two of which must be scholarly articles or books.**

## **5. Citation style**

For citation in your assignments, use the Chicago in-text (Author-Date) method. The basic guidelines are available here:

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

## **6. Course Policies**

Please see Course Policies document for information on expectations around assignment submission, in-class conduct, communication etc.

## **7. Built-in D2L features for online learning**

Since this is an online class, there are some features of the course page on D2L worth emphasizing. First, every week there is an optional, voluntary “survey” available through each course module. This is intended to give you an easy channel through which to communicate with me at the level of “I would raise my hand and ask about this in class” rather than “I need to come see the instructor in office hours”. I will try to answer your questions, likely through an additional short video, which I will post in the module. Or if it seems more reasonable to do so I may just roll it into the next week’s lecture video. This feature should be useful for you but also for me, since it will help me keep abreast of where all of you are at in your learning and thinking and how I can speak to your interests.

For Office Hours, each week I have included a link to Blackboard Collaborate. During Office Hours I will just open the Course Room and leave it open for the hour in case any of you want to “drop by” to ask me anything. If that is too public however (since anyone in the class could also join at the same time) you can always just send me an email or phone me.

## **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
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### 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

### Week 1 (Week of Sept. 7): Introduction

- *Read:* Course syllabus
- *Watch:* Intro lecture
- *Do:* if you can for next week, take a moment to introduce yourself to the class. This can be either in written form as a brief discussion entry (see the discussion topic linked to in the Week 1 module on D2L), or a short video of yourself (which you can embed into the discussion thread from “My Media”). Locate yourself: where do you come from, what and whose territories are you living on, and how have you come to be interested in this class? Have you taken any political science classes before? What do you most hope to learn in the coming weeks? This is not a graded/mandatory activity but is intended to set a less “anonymous” and more relational tone for the coming weeks, and help us all learn who we are in class with. So please do not spend more than a few minutes on this.

### Week 2 (Sept. 14): A Thorny Question: What is politics (pt. 1)?

Required:

- Andrew Heywood “What is Politics?” in Politics (4th Edition). Palgrave-MacMillan, 2013, pp. 1-12, 18-26 (from Concepts Heading on) - Excluding ‘Focus On’ boxes

### Week 3 (Sept. 21): What is Politics (pt. 2)? Translation spaces, differences, and erasures

\*September synchronous discussion to be scheduled for this week. (Tues. Sept. 22<sup>nd</sup> @ 1:00pm)



Required:

- Kiera L. Ladner. "Taking the Field: 50 Years of Indigenous Politics in the CJPS" *Canadian Journal of Political Science*. 50.1 (2017): 163-179 – Read pages 163-167 and conclusion (174-176).
- Hayden King, *The erasure of Indigenous thought in Canadian foreign policy*, 2017 <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>
- *Watch*: Excerpt from *Smoke from his Fire* on the Kwakwaka'wakw Potlatch: <https://youtu.be/Xr2-OlyFSJs>

Supplemental:

- Leroy Little Bear, 'Jagged Worldviews Colliding'. [https://www.learnalberta.ca/content/aswt/worldviews/documents/jagged\\_worldviews\\_colliding.pdf](https://www.learnalberta.ca/content/aswt/worldviews/documents/jagged_worldviews_colliding.pdf)

Additional Resources:

- Kiera L. Ladner, "Women and Blackfoot Nationalism," *Journal of Canadian Studies* 35:2 (2000): 35-60.

**Week 4 (Sept. 28): Ways of Doing Politics - Political Ecology**

Required:

- Kiera L. Ladner "Governing Within an Ecological Context: Creating an AlterNative Understanding of Blackfoot Governance" *Studies in Political Economy*, 70.1: 125-152.

Supplemental:

- Gregory Cajete "The Ecology of Native American Community" *Native Science: Natural Laws of Interdependence*. Santa Fe: Clear Light Press, 2000: 85-105.
- Nick Xumthoult Claxton, "To Fish as Formerly': The Douglas Treaties and the WSÁNEC Reef-Net Fisheries," in Leanne Simpson (ed,) *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations* (Winnipeg: ARP: 2008): 47-58.

**Week 5 (Oct. 5): Indigenous Constitutionalism**

**\*\*\*NEWS STORY ANALYSIS DUE OCT. 9 AT 11:59 PM\*\*\***

Required:

- *Read*: Stephen Cornell, "Wolves Have A Constitution:" Continuities in Indigenous Self-Government" *The International Indigenous Policy Journal*, 6.1 (2015).
- *Watch*: Video interview with John Borrows on Indigenous constitutionalism: <https://nnigovernance.arizona.edu/john-borrows-revitalizing-indigenous-constitutionalism-21st-century>

**Week 6 (Oct. 12): Relations with Others: Treaty Politics and Diplomacy, Part 1**

Required:

- Leanne Simpson "Looking after Gdoo-Naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships." *Wicazo Sa Review*, 23.2 (2008): 29 - 42.
- Leanne Simpson, excerpt from *Dancing on our turtle's back*, at least 106-109.

**Week 7 (Oct. 19): Relations with Others: Treaties and Diplomacy, Part 2**

\*October synchronous discussion to be scheduled for this week (Tues. Oct. 20 @ 1:00 pm)

**\*End of this week is deadline for “first period” discussion posts**

Required:

- *Read:* Vowel Chapter 27, 28 (14 pgs.)
- *Check out:* Government of Canada website on the history of treaties: <https://www.rcaanc-cirnac.gc.ca/eng/1314977704533/1544620451420>

Supplemental:

- Michael Asch, On Being Here To Stay, Ch. 6 (100-115).

**Week 8 (Oct. 26): Ways of Doing Politics: Settler Colonialism**

**\*\*\*MIDTERM QUIZ THIS WEEK, due Oct. 30 at 11:59pm\*\*\***

Required:

- Vowel Chapter 13 (Myth of Progress), 26 (Doctrines of Colonialism), 29 (Reserves).
- *Watch:* *Watch:* Russel Diabo, “Breaking Down the Indian Act,” available at: [https://youtu.be/ECi\\_7G0QAgw](https://youtu.be/ECi_7G0QAgw)

Supplemental:

- Vowel Chapter 3 (Status)
- Charlotte Coté, “Historical foundations of Indian sovereignty in Canada and the United States: A brief overview,” *The American Review of Canadian Studies* 31: 1 / 2 (Spring/Summer 2001): 15-23.
- Cole Harris, “How did colonialism dispossess? Comments from an edge of empire,” *Annals of the Association of American Geographers* Vol. 94, No. 1 (Mar. 2004), pp. 165-182.
- Michael Asch, “From *Terra Nullius* to Affirmation: Reconciling Aboriginal Rights with the Canadian Constitution,” *Canadian Journal of Law and Society* 17:2 (2001): 23-39.

**Week 9 (Nov. 2): Constitutional Law, Aboriginal Rights and Title**

Required:

- Vowel 14 “The Myth of the Level Playing Field” (10 pgs.)
- *Check out:* short but useful online summaries on Aboriginal rights and title: [https://indigenousfoundations.arts.ubc.ca/aboriginal\\_title/](https://indigenousfoundations.arts.ubc.ca/aboriginal_title/)  
[https://indigenousfoundations.arts.ubc.ca/aboriginal\\_rights/](https://indigenousfoundations.arts.ubc.ca/aboriginal_rights/)

Supplemental:

- John Borrows, “Challenging Historical Frameworks: Aboriginal Rights, the Trickster, and Originalism,” *The Canadian Historical Review* 19:1 (2017): 114-135.

Additional resources:

- [https://www.nfb.ca/film/dancing\\_around\\_the\\_table\\_1/](https://www.nfb.ca/film/dancing_around_the_table_1/)
- 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 10 (Nov. 9): Inuit Politics**

Required:

- Vowel Chapter 5, 6 and 22

Supplemental:

- [https://www.nfb.ca/film/broken\\_promises\\_-\\_the\\_high\\_arctic\\_relocation/](https://www.nfb.ca/film/broken_promises_-_the_high_arctic_relocation/)

### **Week 11 (Nov. 16): Métis Politics, Nationhood, Identity**

\*November synchronous discussion to be scheduled for this week. (Tues. Nov. 17 @ 1:00pm)

Required:

- *Read:* Vowel Chapter 4
- *Watch:* Seb Malette, "The Métis Question in Eastern Canada," Available at: <https://youtu.be/pW3iluX4Ij0>

### **Week 12 (Nov. 23): Politics of Reconciliation**

Required:

- Vowel Chapter 20, 21 and 25

Supplemental:

- 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.
- Truth and Reconciliation Commission of Canada: Calls to Action (2015): [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

### **Week 13 (Nov. 30): Grassroots Movements and Resurgence**

Required:

- Alfred, Taiaiake and Jeff Corntassel "Being Indigenous: Resurgences Against Contemporary Colonialism" *Government and Opposition*, 40 (2005): 597-614.
- Glen Coulthard, "For our nations to live, capitalism must die." <https://unsettlingamerica.wordpress.com/2013/11/05/for-our-nations-to-live-capitalism-must-die/>

Supplemental:

- 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 (Dec. 7): Review and Conclusion**

**\*\*TERM PAPER DUE Dec. 11, 11:59 pm\*\***

**\*End of this week is the deadline for “second period” discussion posts**

\*December synchronous discussion to be scheduled for this week (Tues. Dec. 8 @ 1:00pm)