

**Political Theory and Indigeneity**  
**POLI 368 – FALL 2023**  
**Political Science**

*Course details*

<b>Schedule:</b>	<b>MW 4:05 pm-5:25 pm</b>
<b>Classroom:</b>	<b>Maass Chemistry Building 217</b>
<b>Professor:</b>	<b>Yann Allard-Tremblay</b> <a href="mailto:yann.allard-tremblay@mcgill.ca">yann.allard-tremblay@mcgill.ca</a>
<b>Office hours:</b>	<b>Wednesday 2:45 pm-3:45 pm, or by appointment in person or on Zoom.</b>
<b>Office location:</b>	<b>Ferrier 464</b>

**Course description:**

Engages with diverse approaches in political theory that address the political situation of Indigenous peoples in multiple settler colonial contexts. Explores how indigeneity requires transformations in the conduct of political theory and in our understanding of the history of political thought, including Indigenous political thoughts as articulated by Indigenous scholars.

**Prerequisites:** POLI 231 Introduction to Political Theory

**Specific description:**

This course does not have a single guiding thread. It is more like a smörgåsbord of texts and topics relevant to an exploration of the broad theme of Political Theory and Indigeneity. Nevertheless, we can divide the course in four general topics. The first seeks to offer a general overview of background theorizations of settler colonialism and of coloniality. The second turns to some historical texts through which non-Indigenous peoples have sought to theorize their political conduct towards Indigenous peoples and through which Indigenous peoples have spoken back to settler power. The third is an engagement with contemporary attempts to theorize Indigenous political difference. The fourth and final topic turns to diverse contemporary Indigenous contributions on different topics relevant to political theory.

The topics were selected to provide the students with a broad range of examples of the ways in which political theory has sought to make sense of the political situation of Indigenous peoples but also of the various ways in which Indigenous peoples have spoken back and theorized in their own terms. One guiding aim of this course is to focus on, and engage with, the otherwise articulated by Indigenous authors. In other words, it is to explore possible transformations in the conduct of political theory and in its history that are called for by the interventions of Indigenous authors.

## **Learning objectives**

1. *Foundational knowledge*: Students should aim to remember and understand the central positions, claims, and/or arguments articulated by each of the sources engaged with throughout the course. They should be able to explain how political theory and Indigeneity relate following the four guiding topics of this course.

- This learning outcome will be practiced through a formative assessment (the mid-term) and will have to be demonstrated in a summative assessment (the final exam). It will also be assessed in the other assignments.

2. *Integration*: Students should develop an ability to synthesize what they have learned, to autonomously rely on foundational knowledge, and to make connections between views to articulate sound positions. Students should aim to understand and appropriately use new concepts.

- This learning outcome will have to be demonstrated in each assignment.

3. *Critical thinking*: Students should develop an ability to assess and question positions, claims, and arguments. Students should develop an ability to reflect on the consequences and entailments of adopted positions and interpretations. Students should develop an ability to argue and support a position or an interpretation, both in writing and in discussion.

- This learning outcome will have to be demonstrated in each assignment.

4. *Thinking comparatively and differently*: Students should nurture a capacity to engage with course material and sources in a comparative manner to perceive dominant ways of theorizing and alternatives articulated and disclosed by other traditions.

- This learning outcome will be practiced through in-class discussions and will primarily have to be demonstrated in the essay and the in-class activity. It will also have to be demonstrated as part of the final summative assessment.

## **Instructional method and course format:**

Class will take place in person and will generally consist of lectures. The lectures and the assigned texts may be on the same topic, or they may address different aspects of the topic discussed for any given class. When PowerPoints are used, they will be posted to myCourses, generally before class. Students are welcome to ask questions during lectures. Discussions will generally take place at the end of the lecture to increase understanding and facilitate critical engagement. Students may be asked to answer questions.

Students are expected to have read the assigned material before each class. This is because some of the classes will follow the models of the ‘reversed classroom’ and of active learning. Instead of extensive lectures, tasks and questions about the assigned texts will be assigned for the students to work on individually or in group and to discuss in small or large groups. The exact format or activity may vary, but the guiding idea is that students and the professor collaborate to study and understand the material. Students will also be asked to contribute material for one of the classes.

***Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.***

**Communication plan:**

I respond to emails usually within 24 hours during the week. If you email me very late at night, on weekends or during a holiday, I may respond only on the next working day.

I use myCourses announcements to post weekly updates.

**Course material:**

Most of the course material is accessible online, through the library. Texts with limited access will be made available as PDFs through myCourses. Some physical copies are also available at the library. The course reserve contains links to the assigned texts:

<https://mcgill.on.worldcat.org/courseReserves/course/id/19813214>

You can also find links to the assigned texts on this syllabus. If a link does not work, try copying and pasting it instead of clicking on it. Finally, I also post the links on myCourses.

**Evaluations:**

All assignments are due on myCourses. No paper copies will be accepted.

Check out the *FAQs for students using myCourses: Assignments*: [https://mcgill.service-now.com/itportal?id=kb\\_article&sys\\_id=4aaf9d2fdb2fbf403e9b9696db961997](https://mcgill.service-now.com/itportal?id=kb_article&sys_id=4aaf9d2fdb2fbf403e9b9696db961997)

Texts must be written in Times New Roman. 12 points. Double-spaced. The alignment should be “justify.” Pages should be numbered.

Indicate the word count on your assignments. Include references and footnotes in the word count. Exclude the bibliography from the word count.

Use the Chicago style for formatting the bibliography. Indicate references with the author-date method, e.g.: (Allard-Tremblay 2020, p. 1). See: <https://libraryguides.mcgill.ca/citation/styles>

I strongly advise using Zotero to manage your sources and references: <https://www.zotero.org/>  
See: <https://libraryguides.mcgill.ca/citation/zotero>

Detailed specifications will be provided for each assignment, detailing explicitly the variety of ways in which grades can be earned. Concrete descriptors for each level of performance will be provided and map the achievement of the learning outcomes. These may be revised for valid reasons, following the University Student Assessment Policy.

Final grades will not be ‘bumped up’ and you cannot complete other assignments to increase your grade.

A three-credit course requires 135 hours of work, including lectures, reading and assignment completion.

To ensure the academic integrity of the evaluation scheme in the age of large language models, the course relies extensively on in-class evaluations.

<b>Assignments and weight</b>	<b>Short description</b>	<b>Deadline</b>
In-class participation 5%	Active participation in courses of 'reversed classroom.'	N/A
In-class mid-term exam 25%	Multiple choice, short answer questions, and essay questions.	October 4 <sup>th</sup>
Essay 20%	2200-2500 words essay: You are asked to explain how an engagement with Indigeneity requires transformations either in (1) the conduct of political theory as you experienced it in your studies or (2) in the dominant understanding of the history of political thought/the understanding of the history of political thought you have encountered in your studies. You need to explicitly draw on course material and elements seen in the lectures and on your own experiences studying political theory. See specifications at the end of the syllabus.	November 10 <sup>th</sup>
In-class activity 10%	In-class presentation of a chapter, article, story, video, or any other contribution by an Indigenous author/thinker and explanation of how it is relevant for thinking comparatively and differently in political theory: PowerPoint and in-class activity.	Must be submitted before class on November 30 <sup>th</sup>
Final exam 40%	Multiple choice, short answer questions, and essay questions.	TBD

**Policy for late assignments:**

Except for the PowerPoint for the in-class activity will not be penalized if submitted less than 48 hours after the deadline. They will however receive no feedback. After 48 hours, late submission will be penalized by 5% per day. Late PowerPoint will be penalized immediately given the nature of the in-class activity.

Longer extensions need to be asked in advance, you only need to email the professor to discuss your situation. Major extensions beyond a few days need to be supported with valid and strong enough reasons (illness, family emergency, etc.).

**Language of Submission:**

“In accord with McGill University’s [Charter of Student Rights](#), students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

« Conformément à [la Charte des droits de l’étudiant](#) de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

**Academic Integrity:**

*If you feel unable to complete an assignment, reach out for help instead of seeing plagiarism as a solution.*

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#).” (Approved by Senate on 29 January 2003) (See McGill’s [guide to academic honesty](#) for more information.)

« L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon [le Code de conduite de l’étudiant et procédures disciplinaires](#). » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#).)

Work submitted for evaluation as part of this course may be checked with text-matching software within myCourses.

**Disability and accessibility:**

The Office for Students With Disabilities (<https://www.mcgill.ca/osd/>) works with students who have documented disabilities, mental health issues, chronic health conditions, or other impairments. Students with any accessibility considerations are advised to communicate with the instructor and contact the OSD for information regarding its services and resources.

**Other student resources:**

- For all physical and mental health services there is the new Student Wellness Hub (<https://www.mcgill.ca/wellness-hub/>).
- If you or someone close to you has been impacted by sexual violence, the Office for Sexual Violence Response, Support and Education (OSVRSE) (<https://mcgill.ca/osvrse/>) is here to help, offering services like drop-in hours, connection to resources, and reporting support.
- Scholarships and Student Aid (<https://www.mcgill.ca/studentaid/>) will help you find all the resources and advice you need to help pay for university, from step-by-step guides on how to apply for funding to information on how to budget effectively.
- First Peoples’ House (<https://www.mcgill.ca/fph/>) supports McGill Indigenous students by providing a series of academic, community, and cultural based supports.

As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or [Student Accessibility and Achievement](#).

### Course calendar

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Some of the texts assigned touch on topic that may be difficult to engage with and may contain problematic terms. We need to approach these issues carefully and care about one another. There is no need to reproduce problematic terms directly during lectures, discussions, on MyCourses or in assignments.

Texts assigned may be changed with proper notice.

WEEK 1	31 August: Introduction and syllabus	Syllabus  Oren Lyons on the Indigenous View of the World: <a href="https://youtu.be/kbwSwUMNyPU">https://youtu.be/kbwSwUMNyPU</a>
<b>TOPIC: SETTLER COLONIALISM AND COLONIALITY</b>		
WEEK 2	6 September: Settler colonialism	Wolfe, Patrick. "Settler Colonialism and the Elimination of the Native." <i>Journal of Genocide Research</i> 8, no. 4 (2006): 387–409 (23 pages). <a href="https://doi.org/10.1080/14623520601056240">https://doi.org/10.1080/14623520601056240</a> .  Wolfe, Patrick. 2016. <i>Traces of history: Elementary structures of race</i> . London: Verso. Introduction pp. 1-30 (30 pages). <a href="https://books.google.ca/books?id=sOKVBQAAQBAJ&amp;lpg=PP1&amp;hl=fr&amp;pg=PT7#v=onepage&amp;q&amp;f=false">https://books.google.ca/books?id=sOKVBQAAQBAJ&amp;lpg=PP1&amp;hl=fr&amp;pg=PT7#v=onepage&amp;q&amp;f=false</a>  <a href="https://mcgill.on.worldcat.org/oclc/897399384">https://mcgill.on.worldcat.org/oclc/897399384</a>  Optional: Veracini, Lorenzo. <i>Settler Colonialism: A Theoretical Overview</i> . New York: Palgrave Macmillan, 2010. <a href="https://mcgill.on.worldcat.org/oclc/696331052">https://mcgill.on.worldcat.org/oclc/696331052</a>  Veracini, Lorenzo. <i>The Settler Colonial Present</i> . London: Palgrave Macmillan, 2015. <a href="https://mcgill.on.worldcat.org/oclc/910650911">https://mcgill.on.worldcat.org/oclc/910650911</a>
WEEK 3	11 and 13 September: Modernity/Coloniality/Decoloniality	Mignolo, Walter, and Catherine E. Walsh. <i>On Decoloniality: Concepts, Analytics, Praxis</i> . On Decoloniality. Durham: Duke University Press, 2018. Pp. 135-176 (42 pages). <a href="https://mcgill.on.worldcat.org/oclc/1013509033">https://mcgill.on.worldcat.org/oclc/1013509033</a>
<b>TOPIC: SOME HISTORICAL TEXTS</b>		
WEEK 4	18 and 20 September:	Lantigua, David M. "The Politics of Natural Law at Valladolid, 1550–1551." In <i>Infidels and Empires in a New World Order: Early Modern Spanish</i>

	The Valladolid debate	<p><i>Contributions to International Legal Thought</i>, 141–86. Cambridge: Cambridge University Press, 2020. (46 pages).  <a href="https://doi.org/10.1017/9781108633499.004">https://doi.org/10.1017/9781108633499.004</a>  <a href="https://mcgill.on.worldcat.org/oclc/1125280924">https://mcgill.on.worldcat.org/oclc/1125280924</a></p> <p>Optional, extracts from Bartolomé de las Casas:  Lantigua, David M., and Lawrence A. Clayton, eds. <i>Bartolomé de Las Casas and the Defense of Amerindian Rights : A Brief History with Documents</i>. Tuscaloosa: The University of Alabama Press, 2020. Chapter V Apologist and Critic pp. 83-112 (30 pages).  <a href="https://muse.jhu.edu/book/73963/">https://muse.jhu.edu/book/73963/</a>  <a href="https://mcgill.on.worldcat.org/oclc/1146556444">https://mcgill.on.worldcat.org/oclc/1146556444</a></p>
WEEK 5	25 and 27 September: The World Upside Down	<p>Guamán Poma de Ayala, Felipe. <i>The First New Chronicle and Good Government, Abridged</i>. Translated by David L. Frye. Indianapolis: Hackett Pub. Co., 2006. Part 6 Good Government pp. 143-165, 225-227 (26 pages).  <a href="https://mcgill.on.worldcat.org/oclc/71006714">https://mcgill.on.worldcat.org/oclc/71006714</a></p> <p>Lahontan, baron de. <i>New Voyages to North-America : Containing an Account of the Several Nations of That Vast Continent ; Their Customs, Commerce, and Way of Navigation upon the Lakes and Rivers; ...</i> The 2nd ed. In two volumes. Eighteenth Century Collections Online. London: Printed for J. Osborn, 1735. Pp. 551-569 (19 pages).  <a href="https://archive.org/details/McGillLibrary-rbse_lc_new-voyages-north-america-lahontan_landc00503-v2-17825/page/n165/mode/2up">https://archive.org/details/McGillLibrary-rbse_lc_new-voyages-north-america-lahontan_landc00503-v2-17825/page/n165/mode/2up</a>  or  <a href="https://mcgill.on.worldcat.org/oclc/722421911">https://mcgill.on.worldcat.org/oclc/722421911</a></p> <p>Sioui, Georges E. <i>For an Amerindian Autohistory : An Essay on the Foundations of a Social Ethic</i>. Montréal: McGill-Queen's University Press, 1992. Chapter 5 Lahontan: Discover of Americity pp. 86-106 (21 pages).  <a href="https://mcgill.on.worldcat.org/oclc/243587256">https://mcgill.on.worldcat.org/oclc/243587256</a></p>
WEEK 6	2 October: Indian Nullification	<p>William Apress. “An Indian’s Looking-Glass for the White Man” (1833). (5 pages).  Multiple sources available: <a href="https://viva.pressbooks.pub/amlit1/chapter/an-indians-looking-glass-for-the-white-man-1833-william-apers/">https://viva.pressbooks.pub/amlit1/chapter/an-indians-looking-glass-for-the-white-man-1833-william-apers/</a></p> <p>Rifkin, Mark. <i>Speaking for the People: Native Writing and the Question of Political Form</i>. Durham: Duke University Press, 2021. Chapter 2 Experiments in Signifying Sovereignty pp. 77-82, 111-126 (22 pages).  <a href="https://mcgill.on.worldcat.org/oclc/1256665302">https://mcgill.on.worldcat.org/oclc/1256665302</a></p> <p>Optional, but strongly suggested:  Dahl, Adam. <i>Empire of the People: Settler Colonialism and the Foundations of Modern Democratic Thought</i>. Lawrence: University Press of Kansas, 2018. Chapter 6 William Apress and the Paradox of Settler Sovereignty pp. 157-183 (27 pages).  <a href="https://mcgill.on.worldcat.org/oclc/1032828182">https://mcgill.on.worldcat.org/oclc/1032828182</a></p>

	4 October:	<u>In-class mid-term</u>
WEEK 7	9 and 11 October:	READING WEEK
<b>TOPIC: THEORIZING INDIGENOUS DIFFERENCE</b>		
WEEK 8	16 and 18 October: Recognition and Multiculturalism	<p>Taylor, Charles. "The Politics of Recognition." In <i>Multiculturalism: Examining the Politics of Recognition</i>, edited by Amy Gutmann, 25–73. Princeton, N.J.: Princeton University Press, 1994. (49 pages). <a href="https://mcgill.on.worldcat.org/oclc/30671104">https://mcgill.on.worldcat.org/oclc/30671104</a></p> <p>Kymlicka, Will. <i>Multicultural Citizenship: A Liberal Theory of Minority Rights</i>. Oxford: Oxford University Press, 1996. Chapter 2 The Politics of Multiculturalism pp. 10-33 (24 pages). <a href="https://mcgill.on.worldcat.org/oclc/50905760">https://mcgill.on.worldcat.org/oclc/50905760</a></p>
WEEK 9	23 and 25 October: Negotiating difference and hybridising	<p>Tully, James. <i>Strange Multiplicity; Constitutionalism in an Age of Diversity</i>. Cambridge: Cambridge University Press, 1995. Chapter 1 Demands for constitutional recognition pp. 1-29 (29 pages). <a href="https://mcgill.on.worldcat.org/oclc/31865582">https://mcgill.on.worldcat.org/oclc/31865582</a></p> <p>Young, Iris Marion. "Hybrid Democracy: Iroquois Federalism and the Postcolonial Project." In <i>Political Theory and the Rights of Indigenous Peoples</i>, edited by Duncan Ivison, Paul Patton, and Will Sanders, 237–58, 280-281 (notes) Cambridge: Cambridge University Press, 2000. (22 pages). <a href="https://mcgill.on.worldcat.org/oclc/44427170">https://mcgill.on.worldcat.org/oclc/44427170</a> PDF to be made available.</p>
WEEK 10	30 October and 1 November: Decolonizing political theory	<p>Eisenberg, Avigail. "Multiculturalism and Decolonization." In <i>Assessing Multiculturalism in Global Comparative Perspective; A New Politics of Diversity for the 21st Century?</i>, edited by Yasmeen Abu-Laban, Alain-G. Gagnon, and Arjun Tremblay, 83–98. New York: Routledge, 2022. (16 pages). <a href="https://mcgill.on.worldcat.org/oclc/1353276997">https://mcgill.on.worldcat.org/oclc/1353276997</a></p> <p>Turner, Dale A. <i>This Is Not a Peace Pipe: Towards a Critical Indigenous Philosophy</i>. Toronto: University of Toronto Press, 2006. Introduction: From Peace Pipes to Word Warriors pp. 3-11 and Chapter 4 Word Warriors pp. 71-93 (31 pages). <a href="https://mcgill.on.worldcat.org/oclc/958562833">https://mcgill.on.worldcat.org/oclc/958562833</a></p> <p>Optional: Ivison, Duncan. <i>Can Liberal States Accommodate Indigenous Peoples? Political Theory Today</i>. Cambridge, UK ; Medford, MA: Polity, 2020. <a href="https://mcgill.on.worldcat.org/oclc/1124777087">https://mcgill.on.worldcat.org/oclc/1124777087</a></p>
<b>TOPIC: CONTEMPORARY INDIGENOUS (FIRST NATION) CONTRIBUTIONS</b>		
WEEK 11	6 and 8 November: A Basic Call to Consciousness	<p>Akwasne Notes, ed. <i>Basic Call to Consciousness</i>. Summertown, Tenn: Native Voices, 2005. pp. 31-40, 79-125 (57 pages). <a href="https://mcgill.on.worldcat.org/oclc/1206417092">https://mcgill.on.worldcat.org/oclc/1206417092</a></p>



WEEK 12	13 and 15 November: Self-determination and sovereignty	<p>Alfred, Taiaiake. <i>Peace, Power, Righteousness: An Indigenous Manifesto</i>. Oxford: Oxford University Press, 2009. pp. 48-54, 58-62, 65-68, 76-93. (34 pages). PDF to be made available.  <a href="https://mcgill.on.worldcat.org/oclc/233786976">https://mcgill.on.worldcat.org/oclc/233786976</a></p> <p>Stark, Heidi Kiiwetinepinesiik, and Kekek Jason Stark. “Nenabozho Goes Fishing: A Sovereignty Story.” <i>Daedalus</i> 147, no. 2 (March 2018): 17–26. (10 pages). <a href="https://doi.org/10.1162/DAED_a_00486">https://doi.org/10.1162/DAED_a_00486</a>.</p> <p>Stark, Heidi Kiiwetinepinesiik. “Nenabozho’s Smart Berries: Rethinking Tribal Sovereignty and Accountability.” <i>Mich. St. L. Rev</i> 339 (2013): 339–54. (16 pages).  <a href="https://www.uvic.ca/socialsciences/politicalscience/assets/docs/faculty/stark/msu-law-review-nenabozhos-smartberries.pdf">https://www.uvic.ca/socialsciences/politicalscience/assets/docs/faculty/stark/msu-law-review-nenabozhos-smartberries.pdf</a></p> <p>Optional:  Monture-Angus, Patricia. <i>Journeying Forward: Dreaming First Nations’ Independence</i>. Halifax, N.S: Fernwood, 1999. Chapter 1 To Break With The Past pp. 21-39 (19 pages).  <a href="https://mcgill.on.worldcat.org/oclc/874159389">https://mcgill.on.worldcat.org/oclc/874159389</a></p>
WEEK 13	20 and 22 November: Refusal and grounded normativity	<p>Coulthard, Glen Sean. <i>Red Skin, White Masks: Rejecting the Colonial Politics of Recognition</i>. Minneapolis: University of Minnesota Press, 2014. Introduction and chapter 1 pp. 1-49. (49 pages).  <a href="https://mcgill.on.worldcat.org/oclc/891449749">https://mcgill.on.worldcat.org/oclc/891449749</a></p> <p>Optional to read more about grounded normativity:  Coulthard, Glen Sean, and Leanne Betasamosake Simpson. “Grounded Normativity / Placed-Based Solidarity.” <i>American Quarterly</i> 68, no. 2 (2016): 249–55. (7 pages).  <a href="https://muse.jhu.edu/pub/1/article/622080/pdf?casa_token=wFlzVk_pS0UAAA:NbE3LSMo92YO9rxvDBRnc-092bP269MVu-DRRPxl9luytsuklxvioJoYv3F2eHrc9d1bsrXzOw">https://muse.jhu.edu/pub/1/article/622080/pdf?casa_token=wFlzVk_pS0UAAA:NbE3LSMo92YO9rxvDBRnc-092bP269MVu-DRRPxl9luytsuklxvioJoYv3F2eHrc9d1bsrXzOw</a></p> <p>Burkhart, Brian. <i>Indigenizing Philosophy through the Land: A Trickster Methodology for Decolonizing Environmental Ethics and Indigenous Futures</i>. East Lansing: Michigan State University Press, 2019.  <a href="https://mcgill.on.worldcat.org/oclc/1108572242">https://mcgill.on.worldcat.org/oclc/1108572242</a></p> <p>Mills, Aaron James. “Miinigowiziwin: All That Has Been Given for Living Well Together One Vision of Anishinaabe Constitutionalism.” PhD thesis, University of Victoria, 2019.  <a href="https://dspace.library.uvic.ca/bitstream/handle/1828/10985/Mills_Aaron_PhD_2019.pdf">https://dspace.library.uvic.ca/bitstream/handle/1828/10985/Mills_Aaron_PhD_2019.pdf</a></p>
WEEK 14	27 and 29 November: Relationality and Indigenous feminisms	<p>Starblanket, Gina, and Heidi Kiiwetinepinesiik Stark. “Towards a Relational Paradigm – Four Points for Consideration: Knowledge, Gender, Land, and Modernity.” In <i>Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings</i>, edited by Michael Asch, John Borrows, and James Tully, 175–207. Toronto: University of Toronto Press, 2018. (33 pages).</p>

		<a href="https://mcgill.on.worldcat.org/oclc/1066115392">https://mcgill.on.worldcat.org/oclc/1066115392</a> Coburn, Elaine, and Emma LaRocque. “Gender and Sexuality: Indigenous Feminist Perspectives.” In <i>The Palgrave Handbook of Gender, Sexuality, and Canadian Politics</i> , edited by Manon Tremblay and Joanna Everitt, 101–19. Cham: Springer International Publishing, 2020. (19 pages). <a href="https://doi.org/10.1007/978-3-030-49240-3_6">https://doi.org/10.1007/978-3-030-49240-3_6</a> .
	30 November: In-class activity  <b>MAKE-UP DAY</b> This is a Thursday.	PowerPoints presented during the activity can be shared on myCourses.
WEEK 15	4 December: The End of This World	Alook, Angele, Emily Eaton, David Gray-Donald, Joël Laforest, Crystal Lameman, and Bronwen Tucker. <i>The End of This World: Climate Justice in so-Called Canada</i> . Toronto: Between the Lines, 2023. pp. 1-36. (36 pages). <a href="https://mcgill.on.worldcat.org/oclc/1312334400">https://mcgill.on.worldcat.org/oclc/1312334400</a>  Optional: The Red Nation, ed. <i>The Red Deal: Indigenous Action to Save Our Earth</i> . Brooklyn: Common Notions, 2021. <a href="https://mcgill.on.worldcat.org/oclc/1247382738">https://mcgill.on.worldcat.org/oclc/1247382738</a>