POLI 372: Indigenous Peoples and the Canadian State  
Winter 2020 CRN18172

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Office: TBD  
Office Hours: Tuesdays: 1:00pm-2:00pm  
Thursdays: 1:00pm-2:00pm

Teaching Assistant: Colleen Flanagan  
Email: colleen.flanagan@mail.mcgill.ca

Course Time: Tuesdays and Thursdays – 2:35pm to 3:55pm  
Course Location: ENGMC, Room 11

Land Acknowledgement: McGill University is on the traditional territory of the Mohawk Nation – a member of the Haudenosaunee Confederacy. The location where McGill, and Montreal are situated, has long served as a site for meeting and exchange amongst various nations whom Quebec today shares territory with.

Course Description:  
The title of this course is ‘Indigenous Peoples and the Canadian State’ in order to highlight and differentiate the fact that Indigenous peoples, their societies, and political structures have existed long before the Canadian state and settler/Indigenous contact.

As in previous versions of this course, both Indigenous and settler contexts are central to what will be discussed and the course readings will reflect this as we delve Canadian/Indigenous relationships, their development, histories, and potential futures. This course is an introduction course to the topics at hand and will give you a chance to begin learning and understanding on an important component of Canadian politics and Canadian political science. A vast majority of topics in Canadian politics can, and do, have a caveat and component that reflects, or should reflect, Indigenous nations and peoples that share territory with the Canadian state.

The course will begin with outlining some Indigenous nations and confederacies’ political and socio-economic structures as a way to understand the complex systems that controlled and existed in North America prior to and after contact. Following this, the course will move into discussions of European philosophy in relation to colonization, the development of Settler/Indigenous relations, the creation of Canada without Indigenous inclusion or consent, as well as the policies that were implemented to unravel and deconstruct Indigenous political, legal, and societal structures. The last weeks of the class will introduce students to the ongoing discussions and changing relationship between Indigenous peoples and Canada from the 1970s onwards – whether reflecting territorial rights, research methods, Indigenous feminism, identity, reconciliation and decolonization.
Course Objectives:
By the end of this course, I hope students will be able to consider and look at the following concepts relating to Indigenous/Canadian relations as well as with the field of political science:

- Be more adept at reading political science literature, identifying the main arguments, points and potential ‘holes’ in the literature/argument
- Assessing the literature at hand through critical responses.
- Understand the historical and contemporary causations and situations relating to Indigenous/Canadian relations, policy, and politics.
- Understand that Indigenous nations and peoples in relation to Canadian politics, political science, and, to the Canadian state, is far bigger and complicated than we are taught throughout our time in education.

Required Texts:


Course Requirements and Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation/Attendance</td>
<td>(20%)</td>
<td>(Self Explanatory)</td>
</tr>
<tr>
<td>Article Critique:</td>
<td>(15%)</td>
<td>By Thursday February 20, 2020</td>
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<tr>
<td>Annotated Bibliography:</td>
<td>(10%)</td>
<td>Tuesday February 25, 2020</td>
</tr>
<tr>
<td>Term Paper:</td>
<td>(40%)</td>
<td>Tuesday March 31, 2020</td>
</tr>
<tr>
<td>Presentations:</td>
<td>(15%)</td>
<td>January 14 – April 9, 2020</td>
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Note: Students should note that in all but exceptional situations all components of the course must be completed to receive a passing grade. Recording is permitted only with the prior written consent of the professor and/or if recording is part of an approved accommodation plan.

Additionally, in accord with McGill University’s Charter of Students Rights, students in this course have the right to submit in English or in French any written work that is to be graded (approved by Senate on January 21st, 2009).

Participation/Attendance:
Participation and attendance are a vital addition to this course. Class time will especially provide opportunities for students to discuss the readings and receive guidance on how to prepare for written assignments. I acknowledge that not all students are comfortable with public speaking, and in turn also would like to see students submit at least three (3) questions/observations per class in relation to the readings discussed (this is an additional option to consider and is not mandatory). The questions MUST be handed to me at the beginning if the class to which they relate to and in-person (unless otherwise discussed). Attendance is compulsory, unless documentation provided states otherwise. Should
circumstances that prevent you from attending class please email/meet with me, the department, and/or provide documentation in order to work together how best to assist you.

Article Critique (Due the date of the reading and no later then February 20, 2020):
The Article Critique is an opportunity for you to develop critical skills in assessing academic articles at a more in-depth look. **Students are expected to pick a reading (not including reports, news articles, or the readings represented in the posted examples of a great Article Critique) during the first half of the Winter semester chosen.** The article is to be no longer then three (pages) double spaced. **Students are expected to use a standard 12 point font and be consistent with MLA, APA, or chicago style citations and footnotes.** A student **not submitting any critique for a specific week by the due dates listed will be given a 0 for the assignment.** (The article being critiqued means that Article Critique MUST be handed in in person prior the beginning of the class in which that article will be discussed).

Annotated Bibliography (February 25, 2020):
An annotative bibliography of sources that you will use in writing your term paper is required. This assignment is to assist in enhancing writing and preperation skills for major papers in the field of political science, specifically Canadian politics (and will be discussed further in class). **The annotated bibliography should include 8 to 10 sources (with 5 being academic) and no more then six (6) pages in length, typed and double spaced. Students are expected to use a standard 12 point font and be consistent with MLA, APA, or chicago style citations and footnotes.** Additionally, students are expected to add at the beginning of this assignment a thesis statement (this is in order to assess how well your sources reflect your research paper). A **penalty of 5% per day, including weekends and statutory holidays will be assigned to all late assignments. Late assignments will not be accepted after ten (10) days, including weekends and statutory holidays.**

Note: For additional information and guidance on how to write an annotative biography, I strongly suggest you visit: [http://www.writing.utoronto.ca/advice/specific-types-of-writing/annoted-bibliography](http://www.writing.utoronto.ca/advice/specific-types-of-writing/annoted-bibliography), and/or make an appointent to discuss with myself or your TA during office hours.

Term Paper (March 31, 2020):
Term Papers are expected to focus on a topic of your choice in relation to the course at hand. **The paper is expected to include more then 8 academic sources, and be between 3000-3500 words (10-12 pages) in length.** This does not include endnotes, footnotes, and your work-cited. **Students are expected to use a standard 12 point font and be consistent with MLA, APA, or chicago style citations and footnotes.** Essays must present a clear and logical thesis based on the research the student has done on their topic and the chosen premises within their topic. A **penalty of 5% per day, including weekends and statutory holidays will be assigned to all late assignments. Late assignments will not be accepted after ten (10) days, including weekends and statutory holidays.**
Presentation (January 14 - April 9, 2020):

Students will be asked to break into groups of five (5) in order to present material and/or findings on important terms, legislation, organizations, court cases, or Individuals that relate to the subject matter of this course. These presentations should be no longer then 15 minutes and will relate to the topic/readings of the day presented. Students are expected to be prepared to sign up for the chosen date during class on January 7th, 2020. Students are not expected to present with power-point (you are welcome to do so though), but are expected to state/highlight 5 key important points on what they present (this is to be submitted in electronic (DOC or PDF format) prior to the beginning of your presentation). When doing these presentations please keep in mind: Who, Where, What, When, and How. Furthermore, make sure to express its/their significance to Indigenous/Canadian politics and relations. *(Presentation Topics will be highlighted the first day of class)*

Grading Scheme:

All grading is based on the 4-point grading scheme presented below. For each assignment you will receive a letter grade and be informed of its point value. Course instructors will not ‘curve’ or adjust final grades according to any preset formula.

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Percent:</th>
<th>GPA:</th>
<th>Grade Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85-100%</td>
<td>4.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>A-</td>
<td>80-84%</td>
<td>3.7</td>
<td>Strong evidence of original thinking; clear capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; superb research, writing, and organizational skills.</td>
</tr>
<tr>
<td>B+</td>
<td>75-79%</td>
<td>3.3</td>
<td>Evidence of strong grasp of subject matter; indication of critical capacity and analytic ability; understanding of relevant issues; evidence of familiarity with literature; strong research, writing, and organizational skills.</td>
</tr>
<tr>
<td>B</td>
<td>70-74%</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>65-69%</td>
<td>2.7</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>60-64%</td>
<td>2.3</td>
<td>Illustrates partial understanding of the subject matter; demonstrates an ability to develop solutions to simple problems in the material; research, writing, and organizational skills need improvement.</td>
</tr>
<tr>
<td>C</td>
<td>55-59%</td>
<td>2.0</td>
<td>Limited familiarity with the subject matter; insufficently developed critical and analytical skills; research, writing, and organizational skills are week.</td>
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<tr>
<td>D</td>
<td>50-54%</td>
<td>1.0</td>
<td>Conditional Pass</td>
</tr>
<tr>
<td>F</td>
<td>0-49%</td>
<td>0.0</td>
<td>Fail</td>
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<tr>
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<td>Little evidence of understanding subject matter; limited or irrelevant use of literature; poor research, writing, and organization skills.</td>
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Plagiarism:
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 (see www.mcgill.ca/integrity for more information).

L’université McGill attaché 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 des procedures disciplinaires (pour de plus amples renseignements, veuillez consulter le site http://www.mcgill.ca/integrity).

Course Schedule & Readings:

Week 1: Introduction and Indigenous Inclusion in Canadian Political Science
- **Tuesday January 7, 2018:**
  - Review of Syllabus, Assignments, and Picking Date of Presentations
- **Thursday January 9, 2019:**
  - Cowie, Chadwick, “Reconciling Canadian Political Science: Including Indigeneity in the Discipline.” Canadian Comprehensive Exam Submitted to University of Alberta, 2015

Week 2: Indigenous Perspectives on Research in Academia:
- **Tuesday January 14, 2019:**
- **Thursday January 16, 2019:**
  - Kovach, Margaret. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. Toronto: University of Toronto Press. Chapter 1
  - Okalik, Looe. “Inuujunga: The Intricacy of Indigenous and Western Epistemologies in the Arctic,” In Indigenous Pathways into Social Research: Voices of a New Generation

Week 3: Indigenous Governance and Legal Structures Pre-1867
- **Tuesday January 21, 2019:**
  - The Haudenosaunee Confederacy (Guest TBA)
Thursday January 23, 2019:

Week 4: European Encroachment & the ‘Indian’ Dilemma
  • Tuesday January 28, 2019:
    o Aristotle’s Politics, Chapters 5, 6, and 8
  • Thursday January 30, 2019:
    o Doctrine of Discovery:
      - https://www.gilderlehrman.org/history-by-era/imperial-rivalries/resources/doctrine-discovery-1493
    o Papal Bull Romanus Pontifex (1455):
      - Papal grant to the King of Portugal of his African Discoveries (Available Online)
    o The Papal Bull Sublimas Dei (1537)
      - Forbids the Enslavement of Indigenous peoples of the Americas (Available Online)

Week 5: From Peace and Friendship to Land ‘Surrender’
  • Tuesday February 4, 2019:
    o Isaac, Thomas. “Royal Proclamation of 1763,” in *Aboriginal Law*. Saskatoon: Purich Publishing Ltd. (pgs. 4-6 & 26-27)
    o Treaty of Niagara of 1764 (Available Online)
  • Thursday February 6, 2019:
    o Johnson & Graham’s Lessee v. McIntosh (1823) – US Supreme Court: The Doctrine of Discovery, Ultimate Title, and Aboriginal Title

Week 6: The Dominion, Forced Assimilation & Cultural Genocide
  • Tuesday February 11, 2019:
    o Russell, Peter. *Canada’s Constitutional Odyssey*: Chapter 2 & 3
    o The Indian Act, Original Version (1876) and Recent Version (Available Online)
Week 7: Canadian Expansion & Further Paternalism

- **Tuesday February 18, 2019:**
  - Manitoba Act, 1871 & Northwest Rebellion (Available Online)

- **Thursday February 20, 2019:**
  - Williams Treaty & Current Court Case (Available Online)
  - Forced Relocation of Inuit:

Week 8: Indigenous Nations and ‘The Provinces’

- **Tuesday February 25, 2019:**
  - Russell, Peter. *Canada’s Constitutional Odyssey*: Chapter 4

- **Thursday February 27, 2019:**
  - Please research Oldman River Dam, Oka, Ipperwash, Muskraat Falls and Site C in relation to Indigenous opposition (available online)
  - Ladner, Kiera & Leanne Simpson. “This is an Honour Song,” in *This is an Honour Song: Twenty Years Since the Blockaded*. Winnipeg: Arbeiter Ring Press, 2010,
  - Russel, Peter. “Oka to Ipperwash: The Necessity of Flashpoint Events,” in *This is an Honour Song: Twenty Years Since the Blockaded*. Winnipeg: Arbeiter Ring Press, 2010, pgs 29-47

Week 9: Reading Week (March 2-6, 2019)

Week 10: ‘Modern’ Treaty Making & Constitutional Patriation

- **Tuesday March 10, 2019:**
  - Russell, Peter. *Canada’s Constitutional Odyssey*: Chapters 7 & 8
  - Isaac, Thomas. “Subsection 35(3) and Modern Treaties/Land Claims Agreement,” in *Aboriginal Law*. Saskatoon: Purich Publishing Ltd. (pgs. 93-110)
Thursday March 12, 2019:

Week 11: Constitutional Debates, Quebec, and Indigenous Nationhoods

- Tuesday March 17, 2019:
  o Russell, Peter. Canada’s Constitutional Odyssey: Chapters 9 & 10

- Thursday March 19, 2019:
  o Cowie, Chadwick. “Quebec Sovereignty and Indigenous Nationhoods: Critiquing the Quebec Secessionist Movement from ‘an Indigenous Lens,’’ paper presented at the Canadian Political Science Association Conference (Calgary: University of Calgary), 2016

Week 12: Indigenous Nations, Identity, & Canadian Citizenship I

- Tuesday March 24, 2019:

- Thursday March 26, 2019:

Week 12: Indigenous Nations, Identity, & Canadian Citizenship II

- Tuesday March 31, 2019: (Hard Copies of Term Paper Due in Class)
• **Thursday April 2, 2019:**

**Week 13: Indigenous Nations & ‘Participation in Canada’**

• **Tuesday April 7, 2019:**

• **Thursday April 9, 2019:**

**Week 14: Post 2015: Are Indigenous Nations and Canada Reconciling?**

• **Tuesday April 14, 2019:**
  - Royal Commission on Aboriginal Peoples (1996) (Available online)