

**Advanced Topics in Canadian Politics: Indigenous Resistance and Activism**  
**POLI 622 – Winter 2021**  
**Political Science**

*Course details*

**Schedule:** W 9:55 am-11:25 am

**Classroom:** LEA 520

**Professor:** Yann Allard-Tremblay  
[yann.allard-tremblay@mcgill.ca](mailto:yann.allard-tremblay@mcgill.ca)

**Office hours:** Wednesday 01:00 pm-02:00 pm or by appointment.

**Office location:** Ferrier 464 – I will be working remotely due to the pandemic.

**Course description**

This graduate seminar explores ways in which Indigenous peoples of Turtle Island – with a special, though not exclusive, focus on the lands claimed by the Canadian state – have and are actively responding and resisting to settler colonialism and its associated dynamics. The course adopts a multidisciplinary – political, sociological, philosophical – approach in order to clarify the concepts and contexts that allow us to make sense of Indigenous resistance and activism. Significantly, the course will explore how Indigenous resistance can be understood as an expression of Indigenous ways of being, doing and knowing. The course offers an engagement with the writings of diverse Indigenous scholars and activists broadly related to Indigenous resistance.

Caveat: Although this course is about Indigenous resistance and activism, we should always remember the complexity and diversity masked by the term ‘Indigenous’. Indigenous experiences and Indigenous agency are more complex than we can cover in such a course. It is then essential to remember the missing and excluded voices and to appreciate that we are engaging with generalizations and abstractions. Furthermore, our theoretical engagement with Indigenous resistance should not seek to appropriate and reduce Indigenous agency and voices, but to learn from and with Indigenous peoples.

**Learning objectives**

- (1) The objective of this course is to provide the students with an advanced multidisciplinary understanding of Indigenous resistance and activism and to help them develop a critical outlook, informed by Indigenous perspectives, on Indigenous political acts of resistance.
- (2) Brief list of specific learning objectives
  - a. The students will develop their understanding of concepts and ideas useful to make sense of the contexts within which Indigenous resistance and activism take place.

- b. The students will develop their abilities to understand Indigenous acts of resistance and of activism in light of Indigenous ways of being, doing and knowing.
- c. The students will develop their knowledge of significant Indigenous theoretical accounts and texts of resistance and activism.
- d. The students will develop their abilities to understand the relationship between Indigenous resistance and resurgence.
- e. The students will develop their abilities to synthesize and critically analyze texts.
- f. The students will develop their critical thinking.
- g. The students will develop their abilities to engage in critical group discussions.
- h. The students will develop their abilities to prepare, revise and write research papers.

**Instructional method and course format:**

This is a graduate seminar. Student participation is expected and essential. Students are expected to have read and watched the required material before each session. The professor will mainly act as a facilitator, who is guiding the students in their learning, not as a lecturer. The professor will highlight important information and connections between ideas and concepts and will provide guidance to ensure a clear grasp of the material, but it is up to the students, collaboratively, to advance the discussion.

This seminar has been adapted for remote delivery:

- Each week, we will meet for a 1.5 hour fixed (synchronous) Zoom session (09:55 am-11:25 am MONTREAL TIME) on Wednesday.
  - Frequent breaks will be offered.
  - Break out rooms will be used.
  - These sessions will be recorded and posted on MyCourses for students who cannot attend fixed (synchronous) sessions.
  - The objective of these sessions is to collectively critically examine the required material.
  - Students are responsible to ensure that these sessions are active. They need to come prepared.
- Each week, one or two students – depending on the number of registered students – will be asked to prepare a 20 minutes critical examination of one of the required texts. These oral presentations will need to be recorded either as audio or video files. They will be posted on the Monday of each week and will need to be watched before the Wednesday meetings. You will need to access these recordings on MyCourses to enable participation points.
- Each week, another student will be asked to prepare a 10 minutes response to be presented at the beginning of each Wednesday meeting. This will be followed by a group discussion that will bring together all the material assigned for the week.
- I will endeavour to invite a guest speaker for one of the weeks when only one student will be presenting.
- All assignments will have to be completed at home and submitted online. Evaluation and participation points are explained and specified below.

- Students will be asked to provide the instructor with feedback through a mid-course evaluation.

***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.***

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

### **Course Policies on Remote Format**

Students must read carefully McGill's [Guidelines for Instructors and Students on Remote Teaching and Learning](#), especially the section for Students.

### ***Seminar Recording***

By enrolling in a remote course, you accept that fixed (synchronous or live) sessions will be recorded. You will be notified through a “pop-up” box in Zoom if a lecture or portion of a class is being recorded. If you are not comfortable being in a class that is recorded, you may decide to not take part by logging off Zoom. Students who log off will be able to later watch the video recording in MyCourses. For pedagogical reasons and for the enrichment of the experience of all students, attendance may be monitored and/or active participation is expected or required during fixed (synchronous) class time. As such, you will be strongly encouraged to turn on your camera and audio. If you do not have the necessary resources (e.g., adequate Internet bandwidth or equipment) to do so, or other reasons are limiting your ability to turn on the camera/microphone, inform your instructor *at the beginning of term* so that appropriate accommodations can be made.

In addition to the recording of your image and voice, your name (or preferred name) may be displayed on screen, and your instructor may call your name during the session. As such, this personal information will be disclosed to classmates, whether during the lecture or in viewing the recording. By remaining in classes that are being recorded, you accept that personal information of this kind may be disclosed to others, whether during the seminar or in viewing the recording.

### ***Netiquette***

- This should be an inclusive and welcoming learning environment.
  - All questions, posts and interventions should be respectful, thoughtful and care about the other students in the course.
  - This course may address some difficult topics that may upset you or that may trigger some painful memories. I cannot know in advance what will be a trigger for someone, but I can already note that there some material will refer to violence and use sensitive language. Do not feel obliged to engage with triggering material. Send a message to the professor or have a someone you trust message them if you are uncomfortable and we will make an alternative content arrangement.
    - You can reach out for help.
    - You can take time to process something.
    - You can speak or write about it if needed.

- This course may unsettle some held assumptions, oppose some strongly held views, and you may sometimes feel challenged.
  - Respectful disagreement should be presented in a manner appropriate to intellectual inquiry, in a manner that respects all those involved and at the appropriate time.
  - You can reach out to discuss some issues further.
  - You can take time to process something.
  - You should engage with other students, whose experience may be different, with care.

Furthermore, the University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:

1. Username (use only your legal or preferred name)
2. Visual backgrounds
3. "Chat" boxes

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak. You should follow instructors' directions about the use of the "chat" function on remote learning platforms.

### **Course Text / Readings**

The library will prepare a reading list accessible online. However, some of you might prefer to purchase some of the books. The following books can be purchased at Le James.

1. Jeff Corntassel *et. al. Everyday Acts of Resurgence: People, Places, Practices* (Olympia: Daykeeper Press, 2018). **REQUIRED**.
2. Harold Cardinal, *The Unjust Society: The Tragedy of Canada's Indians* (Edmonton: M. G. Hurtig Ltd., Publishers, 1969). **RECOMMENDED** due to limited online access.
3. John Borrows, *Freedom and Indigenous Constitutionalism* (Toronto: University of Toronto Press, 2016). **OPTIONAL**, but limited online access.

If you are unfamiliar with Indigenous issues in Canada, I suggest reading: Vowel, Chelsea. 2016. *A Guide to First Nations, Métis & Inuit Issues in Canada*. Winnipeg: HighWater Press.

<https://mcgill.on.worldcat.org/oclc/951552526>

If you require further introductory material, please get in touch with the professor as soon as possible.

### **Evaluations**

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

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)

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

Texts must be written in Times New Roman. 12 points. Double-spaced.  
Include 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>

If you do not already use a bibliographic software, I suggest trying Zotero – but this is not required: <https://www.zotero.org/>

See: <https://libraryguides.mcgill.ca/citation/zotero>

- 1. Oral presentation and summary: 15%**  
Each student will prepare a 20 minutes oral presentation on the weekly required readings. Texts to be presented will be selected in Week 1 and presentations will start in week 3 – unless someone volunteers for week 2, but this cannot be required. Presentations are critical analyses of the assigned texts. Students *may* also submit a 1000 words summary/outline of their presentation if they feel less confident about oral presentations.  
**Presentations need to be submitted on the Monday of the appropriate week before noon. Audio or video files can be uploaded to MyCourses.**
- 2. Response 5%**  
For each presentation, a different student will prepare a 10 minutes response to be presented at the beginning of the Wednesday meetings.
  - *If a student cannot attend fixed (synchronous) meetings, the response needs to be recorded (audio or video) and uploaded before the meeting.*
- 3. Seminar participation (or comment piece) 10%**  
Participation is evaluated as follows
  - (1) Students need to access all the oral presentations posted on MyCourses to enable participation points.
  - (2) The actual grade you will get will be based on the quality of your weekly participation. You need to demonstrate understanding and appropriation of the material. By understanding I refer to accurate comprehension; by appropriation I mean the ability to autonomously use what one has learned in relevant ways. You also need to constructively participate in the discussion and demonstrate critical skills.  
I will be grading participation using only four categories, which will be excellent (A); good (B+); needs improvement (B-); or (F) failure.  
The final grade for your participation will be the average of your 8 best weeks – participation is not assessed when you present a paper or offer a response.  
*Students who cannot attend fixed (synchronous) sessions can submit a comment piece of 500 words on the oral presentation and the recording of the Zoom session. The comment needs to demonstrate critical skills in discussing some points or questions raised during the presentation or session and to demonstrate*

*understanding and appropriation of the material. The comment pieces will be graded in the same manner as the oral participation.*

*Comment pieces need to be submitted on the Friday after the appropriate seminar.*

- 4. Learning journals** (each entry is worth 2.5%) **10%**  
During the term, you can submit up to 6 entries in a learning journal. These entries should be 500 words long. You cannot submit an entry for a week in which you present one of the required readings or offer a response. Only the 4 best entries will be included in the grade.  
Entries need to be clear and well-written and of the appropriate length. They need to specifically address the weekly topic and to synthesize key theoretical elements for the week. The entries need to demonstrate engagement with the course material. Finally, the entries need to explicitly address the student's learning: e.g. what you have learned that especially interested you or that really changed your ways of looking at things; what views or beliefs were you lead to revise; what views or beliefs were confirmed?  
I will be grading these journals using only four categories, which will be excellent (A); good (B+); needs improvement (B-); or (F) failure.  
*Learning journals are due on the Friday of the week for which you want to submit one.*
- 5. Research proposal** **10%**  
For the **24<sup>th</sup> of February**, you need to submit a 1000 words research proposal for the research paper. The research proposal needs to identify and present a case of Indigenous resistance, present a research question about that case and justify its relevance, and suggest a thesis.  
The research proposal also needs to present an annotated bibliography of at least 8 sources not part of the required readings. Each annotation should be of 150 to 200 words.
- 6. Research paper draft and peer review** **10%**  
Both parts of this assignment need to be completed to get the points.  
On the **31<sup>st</sup> of March**, you need to submit a complete anonymous draft of your research paper for peer review. Your drafts will count for 50% of this assignment. I will be grading these drafts using only four categories, which will be excellent (A); good (B+); needs improvement (B-); or (F) failure to complete the exercise seriously.  
You will get until the **7<sup>th</sup> of April** to provide feedback, using the provided grading criteria, on a copy that will be assigned to you. Your peer assessment will count for 50% of this assignment. I will be grading these peer reviews using only four categories, which will be excellent (A); good (B+); needs improvement (B-); or (F) failure to complete the exercise seriously.  
You then get until the deadline for the research paper to revise your draft.
- 7. Research paper** **40%**  
On the **16<sup>th</sup> of April**, submit a 6000 words research paper on a case of Indigenous resistance. Further directives will be provided.

**All assignments will be graded using a letter scale and attributed an equivalent numerical grade following this scale, for averaging purposes:**

A	=	90
A-	=	83
B+	=	78
B	=	73
B-	=	68
F	=	0-64

This scale follows the McGill 'Grading and Grade Point Averages':

<https://www.mcgill.ca/study/2020->

[2021/university\\_regulations\\_and\\_resources/graduate/gps\\_gi\\_student\\_records](https://www.mcgill.ca/study/2020-2021/university_regulations_and_resources/graduate/gps_gi_student_records)

<b>Grading and Grade Point Averages (GPA)</b>		
<b>Grades</b>	<b>Grade Points</b>	<b>Numerical Scale of Grades</b>
<b>A</b>	<b>4.0</b>	<b>85–100%</b>
<b>A-</b>	<b>3.7</b>	<b>80–84%</b>
<b>B+</b>	<b>3.3</b>	<b>75–79%</b>
<b>B</b>	<b>3.0</b>	<b>70–74%</b>
<b>B-</b>	<b>2.7</b>	<b>65–69%</b>
<b>F (Fail)</b>	<b>0</b>	<b>0–64%</b>

### **Policy for late assignments:**

No-questions-asked extensions: each student is awarded 2 days that they can use at their discretion throughout the term to submit an assignment after the expected due date. You only need to email the professor before the submission date to request the extension, without questions asked. You can use your 2 days for different assignments or cumulatively for the same assignment.

Other extensions need to be asked in advance and supported with valid and strong enough reasons (illness, family emergency, etc.).

Late assignments will be penalized by a letter-grade step per day (after 1 day, A will become A-; after 2 days, A will become B+, and so on). Late assignments are considered late no matter how shortly after the deadline they were handed in.

### **Language of Submission:**

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. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

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).

**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” (see [McGill’s guide to academic honesty](#) for more information). (Approved by Senate on 29 January 2003)

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 des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#)).

**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.
- McGill’s Indigenous Studies librarians can support you in navigating and accessing information and resources relevant to the field of Indigenous Studies. Contact Nikki Tummon ([nikki.tummon@mcgill.ca](mailto:nikki.tummon@mcgill.ca)).

*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 the [Office for Students with Disabilities](#), 514-398-6009*

## Course calendar

*Pandemic notice: this course is designed to withstand some disruption that could be caused by Covid19.*

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

### 1. Introduction: Syllabus, social icebreaker and central concepts

January 13

*Choice of presentation.*

#### **Obligatory reading:**

Elaine Coburn, "Introduction: Indigenous Resistance and Resurgence," in *More Will Sing Their Way to Freedom: Indigenous Resistance and Resurgence*, ed. Elaine Coburn (Halifax & Winnipeg: Fernwood Publishing, 2015), 24–49.

Linda Tuhiwai Smith, "The Indigenous Peoples' Project: Setting a New Agenda," in *Decolonizing Methodologies : Research and Indigenous Peoples* (London: Zed Books, 2012), 190-212 <https://mcgill.on.worldcat.org/oclc/805707083>

### 2. Settler colonialism

January 20

#### **Obligatory readings:**

Lorenzo Veracini, *The Settler Colonial Present* (London: Palgrave Macmillan, 2015).  
<https://mcgill.on.worldcat.org/oclc/910650911>

#### **Other sources:**

Patrick Wolfe, "Settler Colonialism and the Elimination of the Native," *Journal of Genocide Research* 8, no. 4 (2006): 387–409;

Elizabeth Strakosch and Alissa Macoun, "The Vanishing Endpoint of Settler Colonialism," *Arena Journal*, no. 37–38 (2012): 40–62;

Lorenzo Veracini, *Settler Colonialism: A Theoretical Overview* (New York: Palgrave Macmillan, 2011).

### 3. Freedom

January 27

#### **Obligatory readings:**

James Tully, "The Agonic Freedom of Citizens," *Economy and Society* 28, no. 2 (1999): 161–82.

John Borrows, *Freedom and Indigenous Constitutionalism* (Toronto: University of Toronto Press, 2016), part of the introduction pp. 3-13 and chapter 1, pp. 19-49.

**Other sources:**

James Tully, *On Global Citizenship: James Tully in Dialogue* (London: Bloomsbury, 2014): Section Two: Diverse Citizenship, pp. 33-73.

**4. Struggle and Resistance**

**February 3**

**Obligatory readings:**

Jocelyn A. Hollander and Rachel L. Einwohner, "Conceptualizing Resistance," *Sociological Forum* 19, no. 4 (2004): 533–53.

Brent L. Pickett, "Foucault and the Politics of Resistance," *Polity* 28, no. 4 (1996): 445–66.

James Tully, *Public Philosophy in a New Key*, vol. 1, 2 vols. (Cambridge: Cambridge University Press, 2008), chapter "The struggles of Indigenous peoples for and of freedom", pp. 257-288.

**Other sources:**

Stellan Vinthagen and Anna Johansson, "'Everyday Resistance': Exploration of a Concept and Its Theories," *Resistance Studies Magazine* 1, no. 1 (2013): 1–46.

James C. Scott, *Domination and the Arts of Resistance : Hidden Transcripts* (New Haven: Yale University Press, 2008).

Howard. Caygill, *On Resistance : A Philosophy of Defiance* (London: Bloomsbury Academic, 2013).

**5. Resurgence 1**

**February 10**

**Obligatory readings:**

Taiiaki Alfred, *Wasáse: Indigenous Pathways of Action and Freedom* (Peterborough, Ont.: Broadview Press, 2005), pp. 179-282.

**Other sources:**

Simpson, Leanne. "Theorizing Resurgence from Within Nishnaabeg Thought" in *Dancing on our Turtle's Back: Stories of Nishnaabeg Re-Creation, Resurgence, and a New Emergence* (Winnipeg: Arbeiter Ring, 2011).

Taiiaki Alfred and Jeff Corntassel, "Being Indigenous: Resurgences against Contemporary Colonialism," *Government and Opposition* 40, no. 4 (2005): 597–614.

## 6. Resurgence 2 February 17

Jeff Corntassel *et. al.* *Everyday Acts of Resurgence: People, Places, Practices* (Olympia: Daykeeper Press, 2018).

### **Other Sources:**

Jeff Corntassel, “Re-Envisioning Resurgence: Indigenous Pathways to Decolonization and Sustainable Self-Determination,” *Decolonization: Indigeneity, Education & Society* 1, no. 1 (2012): 86–101.

Simpson, Leanne. *As We Have Always Done: Indigenous Freedom Through Radical Resistance* (University of Minnesota Press, 2017).

wahpimaskwasis (little white bear) janice alison makokis. “Nehiyaw iskwew kiskinowâtasinahikewina—paminisowin namôya tipeyimisowin; Learning Self Determination Through the Sacred” *Canadian Woman Studies/Les Cahiers de la Femme* 26(3,4) 39-51

## 7. Grounded ways of being, grounded normativity and political orders February 24

### **Obligatory readings:**

Coulthard, Glen. “Place Against Empire: Understanding Indigenous Anti-Colonialism,” *Affinities: A Journal of Radical Theory, Culture, and Action* 4, no. 2 (2010): 79-83.

Shiri Pasternak, *Grounded Authority: The Algonquins of Barriere Lake against the State* (Minneapolis: University of Minnesota Press, 2017), Introduction, pp. 1-36 and chapter 3, pp. 77-98.

Kiera L. Ladner. “Up the Creek: Fishing for a New Constitutional Order” *Canadian Journal of Political Science / Revue canadienne de science politique* 38, no. 4 (2005): 923-53

### **Other sources:**

Kiera L. Ladner, “Governing Within an Ecological Context: Creating an Alternative Understanding of Siiksikaawa Governance.” *Studies in Political Economy* 70, no. 1 (2003): 125-150.

James (Sakej) Youngblood Henderson, “Ayukpachi: Empowering Aboriginal Thought,” in Marie Battiste, (ed.), *Reclaiming Indigenous Voice and Vision* (Vancouver: University of Vancouver Press, 2000).

Asch, Michael, John Borrows and James Tully (eds). *Resurgence and Reconciliation: Indigenous-settler Relations and Earth Teachings* (University of Toronto Press, 2018).

## **8. Resistance and political self-determination**

**March 10**

### **Obligatory readings:**

Robert Odawi Porter. "Tribal Disobedience," *Texas Journal on Civil Liberties & Civil Rights* 11, no. 2 (2006): 137-183.

Audra Simpson, *Mohawk Interruptus: Political Life Across the Borders of Settler States* (Durham: Duke University Press, 2014). Chapter 5 Borders, Cigarettes, and Sovereignty, pp. 115–146

Kevin Bruyneel, *The Third Space of Sovereignty the Postcolonial Politics of U.S.-Indigenous Relations* (Minneapolis: University of Minnesota Press, 2007), introduction and chapter 1, pp. xi-xxiv and pp. 1-25.

### **Other sources:**

Heidi Kiiwetinepinesiik Stark, "Nenabozho's Smartberries: Rethinking Tribal Sovereignty and Accountability," *Michigan State University Law Review* (2013): 339-354.

Taiiaki Alfred, *Peace, Power, Righteousness: An Indigenous Manifesto* (Oxford: Oxford University Press, 2009)

Jeff Corntassel, "Toward Sustainable Self-Determination: Rethinking the Contemporary Indigenous-Rights Discourse," *Alternatives: Global, Local, Political* 33, no. 1 (January 2008): 105–32.

Shiri Pasternak, *Grounded Authority: The Algonquins of Barriere Lake against the State* (Minneapolis: University of Minnesota Press, 2017)

## **9. Problematizing Indigenous resistance: gendered and queer Indigenous resistance and beyond decolonisation**

**March 17**

### **Obligatory readings:**

Ladner, Kiera L. "Gendering Decolonization, Decolonizing Gender." *Australian Indigenous Law Review* 13, no. 1 (2009): 62-77.

Daniel Heath Justice, "Notes toward a Theory of Anomaly," *GLQ: A Journal of Lesbian and Gay Studies*, 16, no. 1-2 (2010): 207-242.

Hokowhitu, Brendan. "A Genealogy of Indigenous Resistance," in Hokowhitu, Brendan (ed.), *Indigenous Identity and Resistance: Researching the Diversity of Knowledge* (Dunedin, N.Z.: Otago University Press, 2010): 207-225.

**Other sources:**

Joyce Green (ed.), *Making Space for Indigenous Feminism* (Halifax and Winnipeg: Fernwood Press, 2017).

Billy-Ray Belcourt. "A Poltergeist Manifesto" *feral feminisms*, no. 6 (2016): p. 22-32

Kim Anderson. *A Recognition of Being: Reconstructing Native Womanhood* (Toronto: Sumach Press, 2000).

Robert Alexander Innes and Kim Anderson. 2015. *Indigenous Men and Masculinities : Legacies, Identities, Regeneration*. Winnipeg: University of Manitoba Press.

Simpson, Leanne, "Indigenous Queer Normativity" in *As We Have Always Done: Indigenous Freedom Through Radical Resistance* (University of Minnesota Press, 2017).

**10. The Unjust Society**

**March 25**

**Obligatory readings:**

Harold Cardinal, *The Unjust Society: The Tragedy of Canada's Indians* (Edmonton: M. G. Hurtig Ltd., Publishers, 1969). 76-145

Manuel, George, and Michael Posluns, *The Fourth World : An Indian Reality* (Minneapolis: University of Minnesota Press, 2019), chapter 9, pp. 214-266.

**Other sources:**

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

Boyce Richardson (ed.) *Drumbeat: Anger and Renewal in Indian Country* (Ottawa : Summerhill Press and The Assembly of First Nations, 1989)

Daniel M. Cobb. *Say We are Nations; Documents of Politics and Protest in Indigenous America since 1887* (Chapel Hill: The University of North Carolina, 2015).

Troy R Johnson. *The Occupation of Alcatraz Island: Indian Self-determination and the Rise of Indian Activism* (Urbana: University of Illinois Press, 1996).

**11. Blockades and direct actions**

**March 31**

**Obligatory readings:**

John Borrows, *Freedom and Indigenous Constitutionalism* (Toronto: University of Toronto Press, 2016): Chapter 2, pp. 50-102.

Nick Estes. *Our History is the Future; Standing Rock versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* (London: Verso, 2019): 1-65.

**Other sources:**

Rima Wilkes, "Indigenous Resistance in Comparative Perspective; An Overview with an Autobiographical Research Critique," in *More Will Sing Their Way to Freedom: Indigenous Resistance and Resurgence*, ed. Elaine Coburn (Winnipeg: Fernwood Publishing, 2015): 111-128.

Obomsawin, Alanis. *Kanehsatake: 270 Years of Resistance*. [Montréal]: National Film Board of Canada, 1993.

Josh Fox, James Spione and Myron Dewey, *Awake, A Dream From Standing Rock*. 2017

Lackenbauer, P. Whitney and Yale Deron Belanger (eds.). *Blockades or Breakthroughs?: Aboriginal Peoples Confront the Canadian State* (McGill-Queen's University Press, 2014)

Leanne Betasamosake Simpson and Kiera Ladner (Eds.), *This is an Honour Song: Twenty Years Since the Blockades* (Winnipeg: Arbeiter Ring Press, 2012)

## **12. Idle No More and prefiguration**

**April 7**

**Obligatory readings:**

Glen Coulthard, "Beyond Recognition: Indigenous Self-Determination as Prefigurative Practice," in *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*, ed. Leanne Betasamosake Simpson (Winnipeg: ARP Books, 2008), pp. 187-203.

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