COURSE DESCRIPTION AND OBJECTIVES
Indigenous peoples in Canada and around the world assert self-determination as being crucial for community survival and regeneration in all facets of life, including (but not limited to) governance, hunting and fishing, honoring homeland/water relationships, revitalizing languages, engaging in ceremonial life, remembering sacred living histories, and strengthening families/clans. This course examines prevalent theories and strategies for pursuing Indigenous self-determination from both inside and outside the state-centric global capitalist system and reflects on the realization of these goals. How are Indigenous peoples rearticulating powers of self-determination through their everyday actions of resistance and regeneration? How are processes of self-determination, decolonization and resurgence intertwined? And how are Canada and other countries responding to Indigenous mobilization for freedom and self-determination?

After becoming familiar with key Indigenous and non-Indigenous writings on self-determination, students will relate these concepts and struggles to their own communities/organizations of interest. Overall, this graduate seminar is designed to be highly interactive and one's contributions are valued as an integral component of the classroom-learning environment. If you choose to make a commitment to this course,
read the assigned material voraciously and come to each class prepared to listen as well as engage in meaningful conversations with your colleagues.

STUDENT EVALUATION AND GRADING

Students will be evaluated on the substance of their overall contributions to the seminar and on the basis of their oral and written work. The specific course requirements are detailed below:

1. Seminar participation (10% of final grade): Students should be prepared to discuss all of the assigned readings for each class session. As part of the participation grade, at the beginning of each class session you will submit one question in writing relating to the readings for that week (beginning on January 12; NOTE: You will not be required to submit a question during the week you make an oral presentation and will submit six (6) questions total throughout the semester). Also, as part of your participation grade, you will be providing feedback on two (2) of your colleagues’ oral presentations, and submitting that feedback to me by email using the form provided.

2. Two (2) position papers (each worth 20% of final grade): Each paper should be approximately 12-15 pages in length, double-spaced and documented with citations from primary or secondary sources using a citation style that is appropriate for your area of professional interest.

   The first position paper will examine different theories/visions of Indigenous decolonization/self-determination and discuss how/whether this concept is relevant to Indigenous communities/organizations today. This paper is due either by email or in the ČELÁNEN Centre, HSD A260, by 4pm on Thursday, February 5, and is worth 20% of the overall course grade (late papers will be penalized with a 5% grade reduction for each day that passes after the due date).

   Incorporating feedback and findings from the oral presentations, the second position paper elaborates on viable strategies for re-envisioning and working toward Indigenous resurgence/decolonization/self-determination. The goal will be to disseminate the findings from this paper in a publicly available format, whether as a blog, research article, conference paper etc. This paper is due by 4pm on Friday, March 25 either by email or in the ČELÁNEN Centre, HSD A260, and is worth 20% of the overall course grade (late papers will be penalized with a 5% grade reduction for each day that passes after the due date).

3. Oral presentation (20% of final grade): Each student is required to make a 15-minute presentation on an aspect of Indigenous decolonization and self-determination and its relevance and applicability to Indigenous nations today. Each presentation will be no longer than 15 minutes in length, similar in format to a conference presentation, and proceeded by 15 minutes for discussion/questions from the class. Presentations will
be evaluated based on their overall clarity and content (details will be discussed further in class).

4. Oral exam (30% of final grade): Students will be required to complete an oral exam during which they will be tested on their knowledge of the readings and be expected to comment on key issues covered during the semester. The exam will be administered by Professor Cornassell and students will be assigned a specific half hour time slot: **Exams will take place on Monday, March 21 in the ČEĽÁNĚN Centre, HSD A260.**

5. Final grade breakdown:
   - Seminar participation.............................................10%
   - Oral presentation......................................................20%
   - Position Paper #1 (due February 5).........................20%
   - Position Paper #2 (due March 25).........................20%
   - Oral exams (March 21)................................................30%

**GRADING SCALE**

For your reference in this course, the following is a link to the official grading system used by the Faculty of Graduate Studies at the University of Victoria: http://web.uvic.ca/calendar2015-09/GRAD/FARe/Grad.html Please note that in accordance with the University of Victoria’s policy, failure to complete course requirements by the end of term or session will result in a grade of “N” (incomplete) for the course. An “N” is considered a failing grade.

**REQUIRED TEXTS**

- Coté, Charlotte. *Spirits of our Whaling Ancestors: Revitalizing Makah & Nuu-chah-nulth Traditions* (Vancouver: University of British Columbia Press, 2010);

- Goodyear-Ka'opua, Noelani. *The Seeds We Planted: Portraits of a Native Hawaiian Charter School* (University of Minnesota Press, 2013);

- Innes, Robert, and Kim Anderson, eds. *Indigenous Men and Masculinities: Legacies, Identities, Regeneration* (University of Manitoba Press, 2015);


- Manuel, Arthur. *Unsettling Canada: A National Wake-up Call* (Toronto: Between the Lines, 2015);

• Suzack, Cheryl, Shari M. Huhndorf, Jeanne Perreault and Jean Barman, eds. *Indigenous Women and Feminism: Politics, Activism, Culture* (Vancouver: UBC Press, 2010);


• Set of readings available online.

**IGOV 550 COURSE OVERVIEW:**

Week 1 (January 5): **Disentangling Self-determination - reality and rhetoric**

Week 2 (January 12): **Regenerating Relationships**

Week 3 (January 19): **Indigenous Diplomacies**

Week 4 (January 26): **Treaty-Making amidst Shape-Shifting Colonialism**

Week 5 (February 2): **Gendered Self-Determination**

**Position Paper #1 due in ČELÁNEN Centre, HSD A260, by 4pm on Thursday, February 5**

**Reading Break (February 8-12)**

Week 6 (February 16): **Worldviews Colliding**

Week 7 (February 23): **Sustainable Self-Determination**

Week 8 (March 1): **Re-envisioning Nationhood**

Week 9 (March 8): **Nigayaiso’i – Our ways will continue on**

**Oral exams will take place on Monday, March 21 in the (HSD A260)**

**Final paper due by 4pm on Friday, March 25 at the ČELÁNEN Centre, HSD A260**
Course schedule and readings:

**Week 1 (January 5): Disentangling Self-determination - reality and rhetoric**
READ:
- Corntassel, “Living in a longer now” (available online);
- Woons, “Introduction”; de Costa, “Self-determination and state definitions of Indigenous Peoples”; Broderstad, “Implementing Indigenous Self-Determination” (available online);
- Ladner, “Understanding the Impact of Self-Determination on Communities in Crisis” (available online);
- Kuokkanen, “Gendered Violence and Politics in Indigenous Communities” (available online).

**Week 2 (January 12): Regenerating Relationships**
READ:
- Coté, *Spirits of our Whaling Ancestors*;
- Woolford, “Ontological Destruction” (available online);
- Mack, “Hoquotist” (available online);
- Hunt & Holmes, “Everyday Decolonization” (available online).

**Week 3 (January 19): Indigenous Diplomacies**
READ:
- Manuel and Derrickson, *Unsettling Canada*;
- Deskaheh’s 1923 petition to the League of Nations (available online);
- In Woons: Duarte, “Knowledge, Technology, and the Pragmatic Dimensions of Self-Determination” (available online);
- *Shadow Report to the UN Human Rights Committee on Canada* (available online).

**Week 4 (January 26): Treaty-Making amidst Shape-Shifting Colonialism**
READ:
- Irlbacher-Fox, *Finding Dahshaa*;
- “Tsalagi treaty negotiations at Hopewell” (available online);
- Stark, “Respect, Responsibility, and Renewal” (available online);
- Simpson, “Looking after Gdoo-naaganinaa” (available online).

**Week 5 (February 2): Gendered Self-Determination**
READ:
- Suzack, Huhndorf, Perreault & Barman, *Indigenous Women & Feminism*;
- Simpson, “Anger, Resentment & Love” (available online).

**Reading Break (February 8-12)**

**Week 6 (February 16): Sustainable Self-Determination**
READ:
- Goodyear-Ka'opua, *The Seeds We Planted*;
- Corntassel & Bryce, “Practicing Sustainable Self-Determination” (available online);
• In Woons: Murphy, “Self-Determination and Indigenous Health; Picq, “Self-Determination as Anti-Extractivism” (available online);

Week 7 (February 23): Worldviews Colliding
Film: Is the Crown at war with us?
READ:
• Snelgrove et al, “Unsettling Settler Colonialism” (available online);
• Wainwright & Bryan, “Cartography, territory, property” (available online);
• In Woons: Escalante, “Self-Determination” (available online).

Week 8 (March 1): Re-envisioning Nationhood
READ:
• Innes & Anderson, Indigenous Men and Masculinities;
• Corntassel, “Re-envisioning Resurgence” (available online);
• Alfred, “What is Radical Imagination?” (available online);
• Simpson, “Land as Pedagogy” (available online).

Week 9 (March 8): Nigayaiso’i – Our ways will continue on
READ:
• Salmón, Eating the Landscape;
• Zapatista textbook (available online);
• Argumedo and Pimbert, “Bypassing Globalization” (available online);

SUPPLEMENTAL READINGS:
Akkio, Pekka and Martin Scheinin, eds. Operationalizing the Right of Indigenous Peoples to Self-Determination (Institute for Human Rights, Abo Akademi University, 2000).
Altamirano-Jiménez, Isabel. Indigenous Encounters with Neoliberalism: Place, Women & the Environment in Canada and Mexico (UBC Press, 2013);
Asch, Michael. On Being Here to Stay: Treaties and Aboriginal Rights in Canada (University of Toronto Press, 2014).
Coulthard, Glen. Red Skin, White Masks: Rejecting the Colonial Politics of Recognition (University of Minnesota Press, 2014)
INCITE! WOMEN OF COLOR AGAINST VIOLENCE, ed. The Revolution will not be Funded: Beyond
the non-profit industrial complex (South End Press, 2007).
Krouse, Susan and Heather A. Howard, eds. Keeping the Campfires Going: Native Women’s Activism in Urban Communities (Lincoln: University of Nebraska Press, 2009).
LaDuke, Winona. Recovering the Sacred (South End Press, 2005)
Maaka, Roger and Chris Andersen, eds. The Indigenous Experience: Global Perspectives (CSPI, 2006).
Mander, Jerry and Victoria Tauli-Corpuz, eds. (2nd edition). Paradigm Wars: Indigenous Peoples’ Resistance to Economic Globalization (Sierra Club Books, 2006);
Marcos, Subcomandante, Our Word is Our Weapon: Selected Writings (Seven Stories Press, 2002).
Olivera, Oscar. ¡Cochabamba! Water War in Bolivia (South End Press, 2004).
Short, Damien. Reconciliation and Colonial Power (Ashgate Publishing Group, 2008).
Simpson, Leanne. Dancing on Our Turtle’s Back: Stories of Nishnaabeg Re-Creation, Resurgence, and a New Emergence (ARP Books, 2011);

** Final paper due by 4pm on Friday, March 25 either by email or in the ČELÁNEN Centre, HSD A260 **