POLITICAL SCIENCE 383
GLOBAL INDIGENOUS NATIONALISMS

Fall 2019 Dr. Kelly Aguirre

Fridays, 12:30-3:20 September 6 – November 29 | David Strong C116

Office Hours DTB A334: F 11:30am-12:20pm or by appointment | Email: kaguirre@uvic.ca

COURSE DESCRIPTION

In the course of European expansion, Indigenous nations were engulfed by expanding states. The consequences of this expansion (geographical, economic, legal, political, social, and cultural) for these Indigenous nations has been far from uniform. Primarily, though not exclusively, focusing on Indigenous peoples in Canada, Australia, Aotearoa/New Zealand and the United States (often grouped together as “the CANZUS countries”) we will examine whether policymakers share common attitudes about the nature of Indigenous cultures, the moral and political significance of historical agreements, and especially the meaning of Indigenous rights, sovereignty, and nationhood. Students will develop a broad understanding of Indigenous peoples’ political moments, political identities, and struggles and successes with regard to sovereignty; the concepts and structures that define justice for Indigenous peoples globally; the history and consequences of settler colonialism for these nations; and the relationship of Indigenous peoples to nation-states and to the United Nations.

COURSE APPROACH AND OBJECTIVES

The structure of this course is built around lectures, discussions and close readings of selected texts. This course provides an understanding of the historical foundation of, and current debates around Indigenous peoples’ relationships with the CANZUS states from a variety of perspectives, paying particular attention to the work of Indigenous authors and filmmakers. The overarching goals of this course are:

1. To provide an overview of Indigenous nations’ relationships and entanglements with settler colonial states, and of significant political and legal issues within Indigenous nations;
2. To compare and contrast the responses (political movements and mobilizations) of Indigenous peoples to the legal and political problems that have arisen in their relationship with the state;
3. To consider our place and responsibilities within the relationships discussed throughout the course, and explore ways to engage our own critical consciousness as we consider the future of Indigenous-state relationships, Indigenous human and inherent rights, and Indigenous transnationalism.

REQUIRED TEXTS

- Additional readings available through Coursespaces and UVic Library.
**EVALUATION AND GRADING**

*All below components are required to complete this course except items with pass/fail grading.*

*All assignments EXCEPT Final Research Paper are to be submitted via CourseSpaces. Please note I do not accept assignments via email.

*Late assignments are penalized 5% per day for a maximum of 1 week, after which they will not be accepted (except where noted – see Peer Review of Paper Proposal)*

*Please see assignment resources provided on CourseSpaces for further detail and assistance*

**ASSIGNMENTS**

1) **Critical Reading Response Papers: 20 % (2 x 10%)**

*Paper 1: Due October 4, 2019 | Paper 2: Due November 1, 2019*

Students are expected to submit TWO short (3-5 double spaced pages) critical responses to course readings. Students are expected to demonstrate critical thinking by identifying major themes and questions in the readings and reflecting on their position in relation to these issues.

Each response paper must focus on ONE text read up to that point and draw on at least one other text in support of your analysis. The second paper can cite sources used in the first paper, but these should not be the primary texts used.

These papers must be typed, doubled spaced in Times New Roman, size 12 font with standard margins.

*Please also see Critical Reading Response Papers Guide and Critical Reading Tips on CourseSpaces.*

2) **Discussion Questions: 10% (pass or fail grading)**

Beginning in Week 2, students will be expected to develop and submit **FOUR** critical discussion questions based on the course readings that will serve as a foundation for class discussion throughout the term. This is meant to encourage students to think critically about the constructions of key political concepts and the implications of these in political traditions and discourse on Indigenous nationhoods across the globe. Your questions should reflect your ability to compare and contrast information, to assess and distinguish facts and opinions, and to recognize and evaluate author bias, if that is detected.

*Each question you submit must be for a different week (one question for four different weeks of your choosing over the term). You will only receive the 10% if you submit 4 questions.*

*Post your question on CourseSpaces no later than 11am on the day of class that week and come to class prepared to discuss it. Late questions for a given week will not be accepted.*
3) **Current Event Analysis Presentation: 10% (pass or fail grading)**

Starting for Week 3 each Student will sign-up to do a short (5 minute) presentation on a recent article or media item on a current event that you can relate to Indigenous nationalisms and if possible, a specific issue or theme from the course reading for that week.

*Please see Current Event Analysis Presentation document on CourseSpaces for details.*

4) **Research Paper**

   a) **Proposal and Annotated Bibliography: 15% Oct 17 via CourseSpaces**
   b) **Peer Review of Paper Proposal: 10% Oct 24 via CourseSpaces**
   c) **Research Paper: 25% (Dec 6 via CourseSpaces)**

Each student is required to demonstrate their ability to produce critical scholarship in the form of a 12 double-spaced page (max) research paper. The paper should demonstrate your ability to analyze, interrogate, and self-reflexively engage in a critical investigation of a key issue or theme from the course that inspired or provoked your thinking. You may focus on any theme or question related to the course readings and discussion but must engage with material pertaining to at least TWO of the broad contexts we discuss - Canada, USA, Aotearoa or Australia. For inspiration you may draw on Linda Tuhiwai Smith’s outline of ‘25 Indigenous Projects’ from *Decolonizing Methodologies* (2nd Ed).

Because of the wide range of possible topics, you will be required to submit a two-page proposal and annotated bibliography. We will review expectations and resources for formulating a research question and creating an annotated bibliography in class.

See the assignment resources on CourseSpaces in the Research Paper Folder.

   a) **Research Proposal and Annotated Bibliography 15%**

Prior to writing students will submit a proposal for their research paper. This will define the topic and scope of the project, provide a clear research question and suggest a tentative argument in answer to this question. You will include an annotated bibliography with at least 5 sources only 2 of which can be course readings.

The proposal should be 1 double-spaced page plus the annotated bibliography.

*You will submit via CourseSpaces no later than 12am October 17 and must bring a paper copy to class on October 18, 2019. Late assignments will not be accepted more than one day at a 10% penalty as a fellow student relies on your prompt submission. If absent on this day please inform me.*

   b) **Peer Review of Paper Proposal 10% (pass or fail grading)**

On October 18 you will exchange paper copies of your proposals and bibliographies with a classmate. You will review and comment on their proposal using a worksheet provided and submit via CourseSpaces by October 24. On October 25 you will bring a copy of your proposal and a paper copy of the peer review you did to class.
c) Research Paper 25%

The final research paper must include a properly formatted list of all references (a minimum of 5), containing any of the sources from the proposed annotated bibliography you utilize in the final paper. All course materials drawn on must be cited and included in the list of references.

This paper must be typed, double spaced in Times New Roman, size 12 font with standard margins. You may use either MLA, APA or Chicago style formatting for citations.

*The final papers are to be submitted as paper copies in the department drop box on December 6, 2019 before 4pm. Late papers may be submitted to the department dropbox which are time stamped at the end of day (4pm). Papers submitted in the dropbox on the due date after 4pm are considered late. Late papers will be penalized 5% per day to a maximum of one week after which they will not be accepted.*

5) Participation & Attendance 10%

This course will follow a blended lecture/seminar format. As such, regular, punctual attendance, participation in discussions and in-class activities is expected and required. You must attend 80% of classes (11/14 classes) to pass this course.

You will be assessed for your contributions to co-learning through your preparedness, attentiveness and level of engagement during class. It is recommended that you bring your reading and additional notes necessary to carry on a class discussion.

Discussion of difficult subjects such as racialized and colonial violence will require a safe classroom environment in which each student can be trusted to respond respectfully, thoughtfully, and substantively. Please join me in making our classroom an inclusive space that is safe for all voices, perspectives, genders, sexual orientations, racial backgrounds, and abilities.

**GRADING**

*Rubrics will be utilized to provide feedback on most written assignments to ensure assessment criteria are clear.*

**To receive a passing grade, students must complete all course requirements. According to university policy, failure to complete one or more of the required assignments will result in a grade of ‘N’ (incomplete) for the course. An ‘N’ is equivalent to a fail for your GPA. For more detail on Undergraduate Grading policy see Academic Calendar: [https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/grading.html](https://web.uvic.ca/calendar2019-05/undergrad/info/regulations/grading.html)*

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.</td>
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<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
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<td>A-</td>
<td>7</td>
<td>80 – 84</td>
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<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student’s full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.</td>
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<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
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<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
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<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.</td>
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<td>C</td>
<td>2</td>
<td>60 – 64</td>
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<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.</td>
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<tr>
<td>F</td>
<td>0</td>
<td>0-49</td>
<td>F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.</td>
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<tr>
<td>N</td>
<td>0</td>
<td>0-49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
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**COURSE POLICIES**

**Classroom Culture**

We will proceed in the spirit of good heart, good mind and good feeling in our engagement with difference as we all come to this circle with diverse stories, from distinct places, histories, cultures and life experiences. Lively discussion is likely and encouraged as our subject is politics. While this may not always equate to everyone’s comfort and be unsettling, we all have a responsibility to help maintain a space of engagement and dialogue, in which we can all participate and learn collaboratively by getting to know each other better. Relations of respect and reciprocity can be cultivated in the classroom and extend outward to make broader change.

Aggressive behavior and discrimination based upon another’s perceived ableness or physicality, origin or upbringing, race, ethnicity, religion or gender presentation will not be tolerated here.

Gender-neutral language is encouraged in group discussion and address to each other if an individual’s preferred gender pronouns have not been shared.
Our time together is limited so starting promptly is important. Please be on time for the start of class each week. Also please enter and exit the space with courtesy. If you need to excuse yourself for any reason from the classroom or conversation when we are in more formal discussion, please indicate this at your first opportunity and leave quietly.

Tablets and computers are allowable in class if required for note taking, class exercises and accessibility. Please keep your cellphones off and in your bags during class unless you need to be on call for emergencies or require a mobile application for accessibility (please let me know). Please do not talk during class. Though you may think this is not noticed, it is very distracting. If you cannot refrain from texting in class, you will be asked to leave. This applies to other forms of inappropriate use of technology in class.

Accessibility & Accommodations

Diverse learning styles and needs are welcome in this course. Students may have specific personal and/or technical requirements or require flexibility in attending classes or meeting assignment deadlines. This may be because a student is differently abled or has religious commitments. If you have specific considerations that may require accommodation, please make it known at the beginning of the term or as early as possible, both to the appropriate unit of the University, and instructor, and supply all the necessary documentation. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. For more information, please consult with the Centre for Accessible Learning (formerly Resource Centre for Students with a Disability).

Attendance & Absences

If health or personal crises arise that necessitate your absence, it is your responsibility to obtain notes or other information from missed classes. If you are absent for any reason, you are responsible for all material covered in class. It is up to you to take the initiative to find out what this material is. Please notify me of absences in advance if possible. Excused absences include illness as verified by a doctor’s note, death in the immediate family, jury duty, military service, religious holidays, and participation in school trips or sports events. Excused absences will not include vacations, transportation problems or employment. See Attendance policy: https://web.uvic.ca/calendar2019-09/undergrad/info/regulations/attendance.html

It is the student’s responsibility to add, drop, or withdraw from the course adhering to the university deadlines. These deadlines can be found at: https://web.uvic.ca/calendar2019-09/general/dates.html
Communication & Email

Check CourseSpaces and your university email account often. You are responsible for being aware of pertinent information about the class posted on CourseSpaces or via email sent between classes. I will give you a reasonable amount of time to check email, please do the same for me aware that I am not on work email at all times. If you do not intend to use your university account, you are responsible for forwarding mail to your primary account; I will only send mail to your university account.

When emailing, please take the time to properly address your email inquiries, include the course number in the subject line, and make sure to sign your message.

Assignment Submission & Late Policy

Each of the assignments outlined in the syllabus have specific due dates. In accordance with UVic’s policies, extensions can only be given if there are circumstances in which there is a medical and/or family emergency and it is necessary to contact the instructor prior to the assignment due date. Please see the specific parameters for submission in each assignment description.

If through circumstances you are unable to meet a due date for an assignment, you must discuss the parameters of a formal extension before the original assignment due date with your instructor (e.g. a negotiation and specification of the conditions required for completion of the assignment). In cases of illness or medical issues, documentation from a physician may be required. Please read UVic’s policy on Academic Concessions: https://web.uvic.ca/calendar2019-09/undergrad/info/regulations/concessions.html#

Plagiarism and Academic Integrity

Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. As stated in the Calendar, “Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service.” Therefore, plagiarism and other acts against academic integrity are serious academic offences.

- The responsibility of the institution: Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.
- The responsibility of the student: Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor.
Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found on pages 32-34 of the undergraduate calendar. Please see the (revised) academic integrity policy: https://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html#

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future.

The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Student Resources

Indigenous Student Support Centre | Phone: 250-721-6005 | Email: hsdissc@uvic.ca | Human and Social Development Building, room B211

Centre for Accessible Learning (formerly Resource Centre for Students with a Disability) | Phone: 250-472-4947 | Email: calfrontdesk@uvic.ca | Campus Services Building, Room 150

Counselling Services | Phone: 250-721-8341 | Email: counsel@uvic.ca | University Centre Room B270

Centre for Academic Communication | Phone: 250-721-8571 | Book Appointment online: https://uvic.mywconline.com | Library 135J
COURSE SCHEDULE AND READINGS

*All readings below required, and readings may be added or deleted from those listed

PART ONE | CONCEPTUAL AND RELATIONAL FRAMEWORKS: COLONIALISM AND NATIONHOOD

WEEK 1 | September 6 | Introduction: Indigenous Peoples in C.A.NZ.US States

Course Syllabus Review: Course Schedule, Readings and Assignments


WEEK 2 | September 13 | Dispossession: Elimination & Endurance


WEEK 3 | September 20 | Dispossession: Peoples Into Populations


**WEEK 4 | September 27 | Indigeneity & Nationhood**


Lindsey Te Ata o Tu MacDonald “Decolonisation Starts in a Name,” *Political Science* 68.2 (2016): 105-123.

**WEEK 5 | October 4 | Articulating & Enacting Nationhood: Sovereignty Discourse**


**WEEK 6 | October 11 | Articulating & Enacting Nationhood: Self-Determination and Self-Government**


**PART TWO | NATIONALISM, CULTURE & RIGHTS REGIMES**

**WEEK 7 | October 18 | State-Centered Aboriginal and Treaty Rights**


WEEK 8 | October 25 | International Indigenous and Human Rights

Proposal Peer-Review Discussion


WEEK 9 | November 1 | Competing Rights Regimes?: Gender and Membership


WEEK 10| November 8 | Transnationalism and UNDRIP


PART THREE | PATHWAYS FOR TRANSFORMATION

WEEK 11 | November 15 | Reconciliation and Redress


WEEK 12 | November 22 | Resistance and Resurgence 1


WEEK 13 | November 29 | Resistance and Resurgence 2

