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


Selected readings available through Coursespaces and UVic Library.
EVALUATION AND GRADING

Critical Analyses 30% (3 x 10%)

Students are expected to submit 3 short (3-4 double spaced pages) critical responses to the course readings. One analysis is required for each section of the course. Students are expected to demonstrate critical thinking by identifying major themes and questions in the readings and reflecting critically on their position in relation to these issues.

Each response must cite at least 3 readings from the section. As an alternative, students may substitute 1 of their selected readings for a meme from Arnell Tailfeathers’ Instagram account: @arnell.tf - https://www.instagram.com/arnell.tf/?hl=en

Critical analyses should engage with A) at least 3 of the readings or B) at least 2 of the readings and 1 A.T. meme, and should include:

- An introduction identifying one or more of the primary themes, issues, or questions that arise within the literature/material
- Students who choose to critically engage with a meme must do so within the context of the course readings/material covered in class.
- Critical analysis of the author’s arguments
- A conclusion
- If you are utilizing a meme, you must attach the meme you selected as an appendix to your assignment (does not count towards your page count)

Helpful questions to consider while you are writing include: How are the issues being framed in the literature/material? How is political culture maintained and/or challenged by the authors? Which positions, arguments or perspectives are being highlighted, marginalized, or contradicted? What are your own assumptions, opinions, and responsibilities in relation to the issue? What is the political significance of each author’s perspective/approach? What aspects of the issue are not being discussed? What questions would you like to see more/less space given to?

These papers must be typed, doubled spaced in Times New Roman, size 12 font with standard margins. Papers are to be submitted in class.

Paper 1: Due February 4, 2019
Paper 2: Due March 4, 2019
Paper 3: Due April 4, 2019

Please note: I do not accept late papers via email. You can submit late papers in the department dropbox which are time stamped at the end of each day (4pm). If you submit your paper in the Dropbox on the due day, it is considered late. Late papers are reduced 10% the first day, and 5% for each day after.

Questions 30%

Students will be expected to develop and submit critical thought questions based on the course readings that will serve as the foundation for class discussion. This method is used to encourage and challenge students to think critically about the constructions of key political concepts and the implications of these constructions in political traditions, legal thought, and national discourse across the globe. Each student is required to submit 1 question addressing pertinent issues raised in the session’ reading(s) on CourseSpaces no later than 10pm the night prior to class (Sunday and Wednesday respectively). In particular, your questions should reflect your ability to compare and contrast information, to differentiate between facts and opinions, and to recognize and evaluate author bias, if that is detected. You will not submit a question for the first class (January 7), or for the last class (April 4). In addition, you have two “free” days of your choosing where you do no need to submit at question. Late questions will not be accepted.
Research Paper 25 %
Each student is required to demonstrate their ability to produce critical scholarship in the form of a 12-15 double-spaced page 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 that inspired or provoked your thinking during the course. You may focus on any theme or question related to the course readings and discussion. Because of the wide range of possible topics, you will be required to submit a one-page proposal and bibliography prior on February 11, 2019.

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

The final papers are to be submitted in the department drop box on April 11, 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 10% the first day and 5% each day after.

Research Proposal and Bibliography 5%
Prior to writing students will submit an outline for their final paper. This will define the topic, argument, and scope of the project as well as a proposed bibliography with at least 5 sources only 2 of which can be course readings. I will review your proposal to ensure that it is appropriate and manageable. The outline should be 1 double-spaced page plus the proposed bibliography. Topic idea and outline are to be submitted in class on February 11, 2019. Late assignments will be deducted 10% the first day, and 5% each day after.

Participation 10 %
This course will follow a blended lecture/seminar style format. As such, regular attendance, participation in discussion, and in class activities is expected and required. 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 a space that is safe and inclusive of all voices, perspectives, genders, sexual orientations, racial backgrounds, and abilities.

FINAL GRADE BREAKDOWN
Critical Analyses 30% (3 x 10%)
Questions 30%
Research Paper 25%
Research Proposal and Bibliography 5%
Participation 10%

** To receive a passing grade, students must complete all course requirements. According to university policy, failure to complete one or more of the assignments will result in a grade of ‘N’ (incomplete) for the course. An ‘N’ is equivalent to a fail for your GPA. If you fail to complete one short paper, you will receive a zero for the assignment.
## GRADING SCALE

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>0 – 49</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<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>
</tr>
</tbody>
</table>

1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:
   - **N GRADE**: If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.

## COURSE POLICIES

### Computer and Email Policy

Check your university email account often. You will be held responsible for information about the class posted via email sent between classes (I will give you a reasonable amount of time to check email). 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. Full or unchecked email boxes do not excuse you from knowing the content of class emails. Please take the time to properly address your email inquiries, include the course number in the subject line, and make sure to properly sign your message.

### Student Integrity

You are responsible for your own learning and classroom behaviour. In the spirit of collegiality, please come to class on time and do not disrupt the class with late arrivals. Make sure your cellphones are turned off at the start of class. **Please do not text 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.

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/calendar2019-01/general/dates.html](https://web.uvic.ca/calendar2019-01/general/dates.html)
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, has unavoidable responsibilities, 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

Since this course depends on a combination of lecture and seminar style discussions, it is important that you attend regularly (and punctually), and that you participate fully and appropriately. I expect students to attend class prepared, and to come to class having read the material and formulated questions about the reading in preparation for discussions. Please bring relevant texts to each class meeting. Attendance is required and will affect your final grade.

If health or personal crises arise that necessitate your absence, it is your responsibility to obtain notes or other information from class. 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. 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 sports events. Excused absences will not include vacations, transportation problems or employment. See Attendance policy: https://web.uvic.ca/calendar2019-01/undergrad/info/regulations/attendance.html

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 late policies below 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/calendar2019-01/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. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect 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/calendar2019-01/undergrad/info/regulations/academic-integrity.html#
A student commits plagiarism when he or she:

- Submits the work of another person in whole or in part as original work
- Gives inadequate attribution to an author or creator whose work is incorporated into the student’s work, including failing to clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or to the use of quotation marks) the inclusion of another individual’s work
- Paraphrases material from a source without sufficient acknowledgement as described above.

The university reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers, and other work.

Examples of other academic offences include: unauthorized use of an editor, submitting course work that is identical or substantially similar to work that has been submitted for another course (“multiple submission”); cheating on exams, tests, assignments or reports; impersonating somebody at a test or exam; obtaining an exam, test, or other course material through theft, collusion, purchase or improper manner. Submitting false records, information or data, in writing or orally, is also an academic offence. It is a violation to help others or attempt to help other engage in any of these or other academic offences outlined in the University’s Policy on Academic Integrity. Please familiarize yourself with the University guidelines on this subject.

**Penalties for plagiarism and other academic offences range from F (zero) on the assignment, exam, or test, to a maximum of suspension or expulsion from the University (repeat offences).**

**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.

**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: calfrontend@uvic.ca
Campus Services Building, Room 150

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

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

*I reserve the right to add or delete reading from those listed below.

SECTION 1: CONCEPTUAL FRAMEWORKS

WEEK 1: Introduction
January 7 – Introduction & Syllabus

January 10 – Theories of Colonization


WEEK 2:
January 14 – Theories of Colonization


January 17 – Sovereignty and Self-Determination

WEEK 3: Sovereignty and Self-Determination

January 24 – Aboriginal and Treaty Rights
Louis A Knafli, “‘This is Our Land,’: Aboriginal Title at Customary and Common Law in Comparative Contexts,” in Aboriginal Title and Indigenous Peoples: Canada, Australia and New Zealand, edited by Louis A. Knafli and Haijo Westra (Vancouver: UBC Press, 2010): 1-34.
WEEK 4: Aboriginal and Treaty Rights

January 28 –


January 31 –


SECTION 2: SYSTEMS OF OPPRESSION

WEEK 5: Identity, Membership and Belonging

February 4 –

February 7 –

WEEK 6: Criminal and Carceral Regimes

February 11 –


February 14 –

WEEK 7:
February 18 – READING BREAK
February 21 – READING BREAK

WEEK 8:
WEEK 8: Logics of Elimination: Future Generations
Additional Reading TBD

SECTION 3: PATHWAYS FORWARD

WEEK 9: Redress

WEEK 10: Redress
Additional Reading TBD
March 14 – Transnational Advocacy, the UN and UNDRIP
**WEEK 11:**

*Transnational Advocacy, the UN and UNDRIP*

March 18 –


March 21 –

*Activism and Resistance*


**WEEK 12:**

*Activism and Resistance*

March 25 –

March 28 –

**WEEK 13:**

*Resurgence*

April 1 –


April 4 –