Instructor: Chadwick Cowie  
Email: chadwick.cowie@mcgill.ca  
Office: Leacock 318  
Office Hours: Wednesdays – 5:30-7pm  
Course Time: Wednesdays and Fridays – 4:05pm to 5:25pm  
Course Location: Currie 408/9

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 ‘Aboriginal Politics in Canada,’ but we will mainly refer to it as ‘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 this course and the course readings will reflect this as we delve into the Canadian/Indigenous relationship, its development, history, and potential future. 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, identity, IdleNoMore, 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:

<table>
<thead>
<tr>
<th>Course Requirements and Evaluation:</th>
<th>(20%)</th>
<th>(Self Explanatory)</th>
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<tbody>
<tr>
<td>Participation/Attendance:</td>
<td></td>
<td>(Self Explanatory)</td>
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<tr>
<td>Article Critique (1):</td>
<td>(15%)</td>
<td>Due: No later then Friday February 16, 2018</td>
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<tr>
<td>Article Critique (2)</td>
<td>(15%)</td>
<td>Due: No later then Friday March 30th, 2018</td>
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<tr>
<td>Annotated Bibliography:</td>
<td>(10%)</td>
<td>Due: Wednesday February 28, 2018</td>
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<tr>
<td>Term Paper:</td>
<td>(40%)</td>
<td>Due: Wednesday April 6, 2018</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 to per week (by the Friday class) in relation to the readings discussed (this is an additional option to consider and is not mandatory). Attendance is compulsory, unless documentation provided states otherwise. Should circumstances that prevent you from attending class or tutorial please meet with me, the department, and/or provide documentation in order to discussion/assess the situation and how best to assist you.

Article Critiques (Due the week you choose to Critique by each due date highlighted):
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 two (2) weeks during the Winter semester and assess at least one (1) article from each week chosen (students are welcome to try and tackle more then one from that week), and 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.

Annotated Bibliography (February 28, 2018):
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 preparation 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 scholarly sources and no more then five (5) 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. 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, and/or make an appointment to discuss with myself or your TA during office hours.

Term Paper (April 6, 2016):
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 12 academic source, 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 argument (thesis) based on the research the student has done on 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.

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>
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<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
<td>4.0</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,</td>
</tr>
<tr>
<td>A</td>
<td>85-89%</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>80-84%</td>
<td>3.7</td>
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and organizational skills.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Score</th>
<th>Description</th>
<th>Details</th>
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<tbody>
<tr>
<td>B+</td>
<td>76-79%</td>
<td>3.3</td>
<td>Good to Very Good</td>
<td>Evidence of strong grasp of subject matter; indication of critical capacity and analytical ability; understanding of relevant issues; evidence of familiarity with literature; strong research, writing, and organizational skills.</td>
</tr>
<tr>
<td>B</td>
<td>74-75%</td>
<td>3.0</td>
<td></td>
<td></td>
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<tr>
<td>B-</td>
<td>70-73%</td>
<td>2.7</td>
<td></td>
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<tr>
<td>C+</td>
<td>66-69%</td>
<td>2.3</td>
<td>Satisfactory/Minimally Satisfactory</td>
<td>Illustrates partial understanding of the subject matter; demonstrates an ability to develop solutions to simple problems in the material; research, writing, and organization skills need improvement.</td>
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<tr>
<td>C</td>
<td>64-65%</td>
<td>2.0</td>
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<td></td>
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<tr>
<td>C-</td>
<td>60-63%</td>
<td>1.7</td>
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</tr>
<tr>
<td>D+</td>
<td>55-59%</td>
<td>1.3</td>
<td>Marginal</td>
<td>Limited familiarity with the subject matter; insufficiently developed critical and analytical skills; research, writing, and organizational skills are weak.</td>
</tr>
<tr>
<td>D</td>
<td>50-54%</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td></td>
<td>Inadequate</td>
<td>Little evidence of understanding subject matter; limited or irrelevant use of literature; poor research, writing, and organizational 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](http://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 tels 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](http://www.mcgill.ca/integrity)).

**Course Schedule & Readings:**

**Week 1: Introduction & Indigenous Inclusion Within Canadian Political Science:**
- **Wednesday January 10, 2018:**
  - No Class
- **Friday January 12, 2018:**

**Week 2: Indigenous Governance and Legal Structures Pre-1867**
- **Wednesday January 17, 2018:**
The Haudenosaunee Confederacy (Guest Lecturer)

Friday January 19, 2018:

Week 3: European Encroachment & the ‘Indian’ Dilemma

Wednesday January 24, 2018:
- Aristotle’s Politics, Chapters 5, 6, and 8

Friday January 26, 2018:
- Doctrine of Discovery:
  - https://www.gilderlehrman.org/history-by-era/imperial-rivalries/resources/doctrine-discovery-1493
- Papal Bull Romanus Pontifex (1455):
  - Papal grant to the King of Portugal of his African Discoveries (Available Online)
- The Papal Bull Sublimas Dei (1437)
  - Forbids the Enslavement of Indigenous peoples of the Americas (Available Online)

Week 4: From Peace and Friendship to Land ‘Surrender’

Wednesday January 31, 2018:
- Isaac, Thomas. “Royal Proclamation of 1763,” in *Aboriginal Law*. Saskatoon: Purich Publishing Ltd. (pgs. 4-6 & 26-27)
- Treaty of Niagara of 1764 (Available Online)

Friday February 2, 2018:
- Johnson & Graham’s Lessee v. McIntosh (1823) – US Supreme Court: The Doctrine of Discovery, Ultimate Title, and Aboriginal Title

Week 5: The Dominion, Forced Assimilation & Cultural Genocide

Wednesday February 7, 2018:
- Russell, Peter. *Canada’s Constitutional Odyssey*: Chapter 2 & 3
- The Indian Act, Original Version (1876) and Recent Version (Available Online)
• **Friday February 9, 2018:**

**Week 6: Canadian Expansion and Further Paternalism:**

- **Wednesday February 14, 2018:**
  o Manitoba Act, 1871 & Northwest Rebellion (Available Online)

- **Friday February 16, 2018:**
  o Williams Treaty & Current Court Case (Available Online)
  o Forced Relocation of Inuit:

**Week 7: Indigenous Peoples and Canadian Citizenship**

- **Wednesday February 21, 2018:**

- **Friday February 23, 2018:**

**Week 8: ‘Modern’ Treaty Making & Constitutional Patriation**

- **Wednesday February 28, 2018:**
  o Russell, Peter. *Canada’s Constitutional Odyssey*: Chapters 7 & 8
  o Isaac, Thomas. “Subsection 35(3) and Modern Treaties/Land Claims Agreement,” in *Aboriginal Law*. Saskatoon: Purich Publishing Ltd. (pgs. 93-110)

- **Friday March 2, 2018:**
Week 9: Reading Week (March 5-9)

Week 10: Constitutional Debates, Quebec, and Indigenous Nationhoods

- **Wednesday March 14, 2018:**
  - Russell, Peter. *Canada’s Constitutional Odyssey*: Chapters 9 & 10

- **Friday March 16, 2018:**

Week 11: Indigenous Nations and ‘The Provinces’

- **Wednesday March 21, 2018:**
  - Russell, Peter. *Canada’s Constitutional Odyssey*: Chapter 4

- **Friday March 23, 2018:**
  - Please research Oldman River Dam, Oka, Ipperwash, Muskratt Falls and Site C in relation to Indigenous opposition (available online)

Week 12: Indigenous Participation and Canada’s Federal Institutions

- **Wednesday March 28, 2018:**

- **Friday March 30, 2018: No Class**

Week 13: From #IdleNoMore to 2018 – Are Indigenous Nations and Canada Reconciling?

- **Wednesday April 4, 2018:**
  - Royal Commission on Aboriginal Peoples (1996) (Available online)
• **Friday April 6, 2018:**

**Week 14: The Myth of Indigenous ‘Perks’ & Conclusion of Course**

• **Wednesday April 11, 2018:**

• **Friday April 13, 2018:**
  o Class Discussion/Review