

IGOV 383

The Indigenous-State Relationship

Mondays 1:00-4:00
Room C128
David Strong Building
Fall 2011



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Office Hours: Tuesdays 12-2pm

This course examines the *colonial relationship*, as it exists in Canada, with reference to other settler-colonies. Beginning with a theoretical examination of colonialism, students will consider how colonization and imperialism have functioned over the past five centuries, and how it affects Indigenous peoples and Canadians today. After the theoretical basis for colonization has been established, the focus will shift onto Canada's colonial past and present. Students will analyze how colonialism functions in their daily lives, and how Indigenous resistance has halted and shifted colonial power in a variety of contexts. The purpose of this course is to understand the intrinsic relationship between colonial oppression and Indigenous resistance, and to examine ways in which Indigenous peoples have worked to transcend an oppressive, colonial relationship with imperial states and achieve justice for their people.

Acknowledgement of Coast Salish Territory

The University of Victoria is situated on the unceded territory of the Lekwungen people. This is their land, a reality that all of us who have come here must acknowledge. We must also recognize how our presence here interrupts ancient ways of being in this world. We all therefore we have a responsibility to prevent further intrusion into Lekwungen lives, and if called upon lend out support to the expression of Lekwungen nationhood. We must also recognize that we are living on top of someone's home—spread across Greater Victoria are the hunting and fishing grounds, village sites and ceremonial places of Coast Salish people, and we must acknowledge how our presence here can disrupt the relationship between the original people and their land.

Course Summary

This course will provide students with a broad range of knowledge on the historical and political effects of colonialism in what is now called Canada. It will begin with a theoretical overview of colonialism, with a discussion of the relationship between the colonizer and the colonized. It will then analyze this relationship and how it has affected Indigenous peoples' relationship with the Canadian state and settler society. A key element of this course is to begin this analysis from the point of view of the colonized peoples of North America, and to challenge commonly held perceptions of what constitutes justice and peace on this land. This course will work through the many attempts to resolve the colonial contradictions of the Indigenous-State relationship, and examine the many attempts to end this relationship through the assimilation of Indigenous peoples.

Course Objectives

The goal of this course is to have students think critically about their place in the colonial relationship that makes up Canadian-Indigenous politics today. While most of the readings and discussion will focus on Canadian colonialism and resistance to it, a number of readings will compare the situation here, with colonization/resistance in other settler-colonies in the United States and North Africa. Developing a critical anti-colonial lens to analyze the world will allow the student to better engage with the colonial discourse embedded in contemporary politics. The student should be able to use this knowledge to engage with the readings and in class discussion, and analyze the role of colonialism in everyday life in order to produce a final project. Students will be expected to do weekly readings in order to engage in weekly discussions in the classroom, as well as to prepare a short two-page weekly written assignment that will form the basis of class discussion. Finally, students are expected to engage respectfully with one another (and this often requires *listening more than speaking*), to learn from the experiences of other people, other communities and other ways of living in this world. The ultimate goal of this course is to stimulate a discussion about colonialism in Canada and how it affects all of us.

Evaluation and Grading

Evaluation will consist of 10 short weekly assignments, class participation, a paper proposal and a final paper.

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| Weekly Assignments | 30% |
| Participation | 20% |
| Paper Proposal | 15% |
| Final Paper | 35% |

Weekly Assignments – Each week the student will hand in a two-page paper providing a one-page summary and one-page analysis of the week’s readings. Each paper will receive a mark out of three for its quality of summary, analysis and critical examination. There will be no assignment due on the first week of class. For the final week of class, a two-page critical reflection on the course is due. *Weekly assignments total 30% of the student’s final mark.* This is an easy way to boost your mark, simply by doing the readings each week. ****Papers are due at the start of the class and no late papers will be accepted.**

Participation – Presence at and contribution to each class is a responsibility of each student. Students will be graded on the quality of contribution to class discussions and attendance during class lectures. Students who are present and engaged throughout the semester will receive top marks. *Class attendance and participation is worth 20% of the student’s final mark.*

Paper Proposal – All students will submit a topic proposal at on **31 October**. This proposal will comprise a five-page summary of your final paper, including a basic thesis, an outline of the structure of the final paper, including the preliminary argument, case studies, potential sources, etc. It is not expected that this proposal will be conclusive but, a successful proposal will demonstrate that thought has been put into the final assignment, some research has been done, and that the student can see parallels between course content (readings and discussions) and outside sources, events and case studies. *The topic proposal is worth 15% of the final mark.*

Final Paper – The student will also be graded on a final paper due during the examination period at **4pm on 19 December**. Students will be expected to write a 12-15 page paper (doubled-spaced) on a topic of their choice related to the course content. Students are expected to consult the literature of the course, and use it to analyze a case study of Indigenous-State Relations. *For example, students may choose to examine the Caledonia “standoff” as an example of anti-colonial struggle, using Fanon to explain how this act of resistance or “countr-violence” is an example of the rejection of a colonized consciousness and the assertion of a different type of relationship between the colonizer and colonized.* Students should also reflect on their place in this relationship, as well as the role of resistance, cultural resurgence and settler colonialism in this case study. Students will be

evaluated on their engagement and use of course material, their synthesis of course material with a relevant example not covered in the course, and the ability to think critically about the role of colonialism and resistance in this case study. *The final paper is worth 35% of the student's final grade.*

Student Conduct in the Classroom

Students are expected to engage respectfully with the literature and with other students. While much of this material may be new to some, others have dealt with this reality their entire lives. Students should appreciate that there are a diverse range of experiences in class and that experiences differ among students. Practicing respectful engagement is a necessity for this class, and all participants must contribute to the creation of a space for the expression of non-dominant knowledges and experiences. Given that this class focuses on a combating a system of oppression and marginalization, we must all work to avoid reproducing the techniques of silencing and dismissal that make colonialism possible.

Students are expected to do all the readings, every week, for the *beginning* of class. Being prepared with the weekly assignment and ready to participate in the in-class discussion is integral to successful to course complete and is worth 50% of the student's final grade.

Students are also responsible to attend every class, and complete all assignments on time, failure to do so will result in lost marks. Attendance and class involvement are both calculated into the overall participation grade, and it is expected that students will show up prepared to engage with all of the reading material from the current week as well as previous weeks.

Policy on Academic Integrity

Plagiarism, copying work, handing in a previous assignment or any other form of academic dishonesty will result in an automatic zero on the assignment, and may result in failing this course. Students must *cite* all material used in their class projects, complete original work, and ensure that all sources are valid and authentic. Falsified papers, even a section or sentence of that paper, are very easy to spot, and rarely as clever as students may think. Given the competitive nature of university education and the amount of time and effort put into undergraduate education by members of this class, any kind of cheating is unfair to all of us, and will therefore result in the most harsh sanctions available. Students should familiarize themselves with all aspects of the University of Victoria's Policy on Academic Integrity and Plagiarism, available at <http://web.uvic.ca/calendar2010/FACS/UnIn/UARe/PoAcI.html>

Undergradese

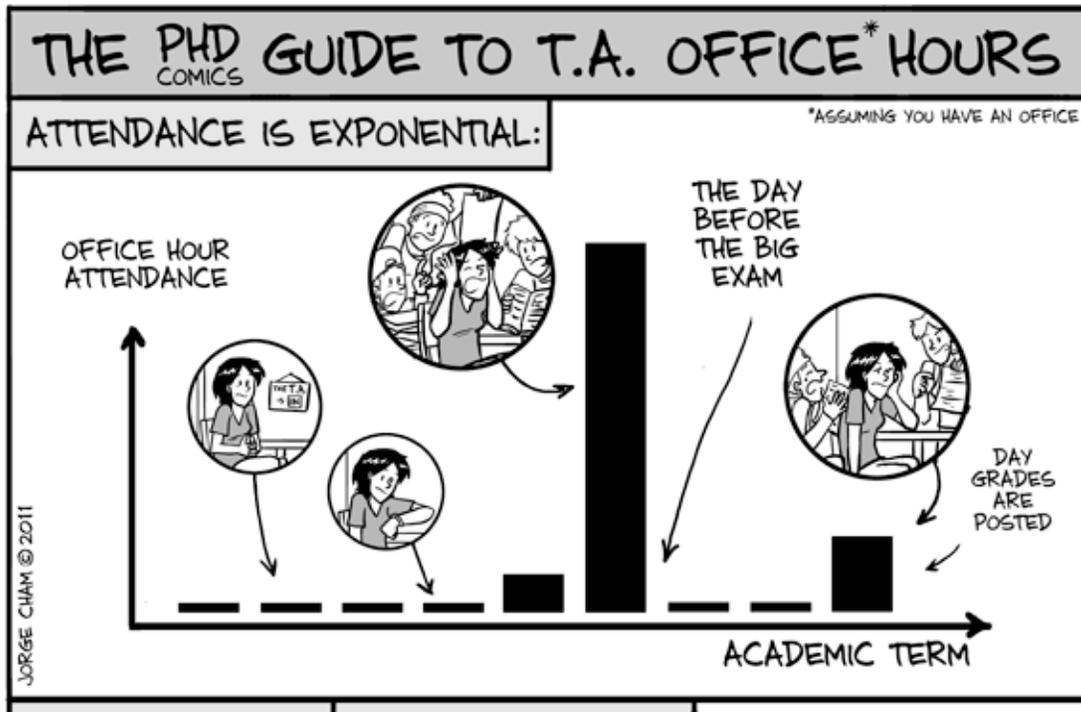
What undergrads ask vs. what they're REALLY asking



Late Policy

A late penalty of one letter grade per day will be assessed to the final paper. Weekly assignments are due at the beginning of class and will not be accepted if late, resulting in a mark of 0/3 for the week. Extensions or exceptions will only be given in the case of a family emergency or because of medical considerations. If such a situation arises, it is best dealt with as soon as possible. Students should see the instructor prior to requesting an extension as well as be able to provide documented proof (doctor’s note, etc.).

In some circumstances, prior notification will be impossible, so the course instructor must be notified as soon as possible (i.e. not a few hours before a deadline). For medical issues a doctor’s note is required.



Office Hours

Office hours are held Tuesdays 12-2pm at FPH 145. Students should attend office hours if they have questions about the course or the assignments. *Email is not a substitute for office hours.* If students want feedback or wish to discuss the readings, it is best to do this in person. These hours are flexible, and if a student has a *class* conflict with this time, an alternative time can be arranged.

Required Texts

Course Package.

Course Readings

| Week | Readings | Assignments |
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| 1 12 Sept | Introduction to Course; Introductions to Each Other | |
| 2 19 Sept | The Colonial Relationship Memmi - From <i>The Colonizer and Colonized</i> : "Does the Colonial Exist" and "The Mythical Portrait of the Colonized" Sartre - "Preface to <i>Wretched of the Earth</i> " Day - "Angry Indians, Settler Guilt, and the Challenges of Decolonization and Resurgence" | Weekly Assignment 1 |
| 3 26 Sept | Resistance Fanon - From <i>Wretched</i> : "On Violence" (pg. 1-29) Alfred - From <i>Wasáse</i> : "First Words" | Weekly Assignment 2 |
| 4 3 Oct | The Grave Toll of the Colonial Relationship Fanon - From <i>Wretched</i> : "Colonial War and Mental Disorders" Johnson - "From the Tomahawk Chop to the Road Block" | Weekly Assignment 3 |
| 5 10 Oct | No Class Today: Holiday | |
| 6 17 Oct | A Short History of Colonialism in Canada Harris - "How Did Colonialism Disposess?" Irlbacher-Fox - From <i>Finding Dahshaa</i> : "Context and Concepts" | Weekly Assignment 4 |

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| 7 24 Oct | Settler Colonialism Barker - "Settler Colonialism and the Hybrid Colonial State" Tully - "The Struggles of Indigenous Peoples for and of Freedom" | Weekly Assignment 5 |
| 8 31 Oct | Assimilation Alfred - From <i>Wasáse</i> : "Aboriginalism" Coulthard - "Subjects of Empire" Alfred and Corntassel - "Being Indigenous" | Weekly Assignment 6 Topic Proposal Due Friday |
| 9 7 Nov | The Personal is Colonial Razack - "The Murder of Pamela George" Nepinak - "The Crisis in Oka, Manitoba" | Weekly Assignment 7 |
| 10 14 Nov | Resurgence Gaudry - "Insurgent Research" Corntassel - "Sustainable Self-Determination" | Weekly Assignment 8 |
| 11 21 Nov | Guest Lecture, Robyn Heaslip: Natural Resources, Colonialism and Resistance Readings TBD | Weekly Assignment 9 |
| 12 28 Nov | Closing Discussion No Readings this week | Weekly Assignment 10 End of term potluck |