Aboriginal Peoples and the Canadian State: Issues of Peace and Justice

PACS301 – Fall 2013
Department of Peace and Conflict Studies
Class: Location: CRG 1300
Class Time: Mondays and Wednesdays, 11:30 a.m. – 12:50 p.m.

Instructor: Nick Shrubsole, PhD
Office Location: CRG 2130a
Office Hours: Wednesdays, 1:00 p.m. – 2:00 p.m. or by appointment
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Course Description

This course examines what Canadian philosopher James Tully calls “the practical problem [of] the relation between the establishment and development of western societies and the pre-existence and continuing resistance of indigenous societies on the same territory.” With a focus on contemporary Aboriginal-state relations, the course explores themes, issues and cases of peace and conflict in modern day Canada. How has the state sought a more just and equitable relationship with Aboriginal peoples? What are some of the impediments to justice that result in mistrust, frustration, and conflict? What are some of the different pathways proposed for reconciling the complex colonial and liberal relationship between Aboriginal peoples and the state? In exploring the answers to these questions, we look at the Truth and Reconciliation Commission on residential schools, land claims and sovereignty, the repatriation of cultural artifacts, armed standoffs, and criminal justice reform, among other subjects.

Learning Objectives

By the end of this course, students should be able to:

- Identify foundational issues within Aboriginal-state relations
- Demonstrate an understanding of the complexity of these issues
- Critically engage the literature on issues in Aboriginal-state relations
- Recognize the implications for peace and justice in contemporary Canada
- Explain how colonialism continues to impact Aboriginal peoples
- Knowledgeably reflect on their roles and responsibilities as citizens of Canada

Required Texts

3. Readings on reserve at the Milton Good (Conrad Grebel) library
4. Electronic readings listed throughout syllabus
Recommended Texts
You are not required to have any previous knowledge of indigenous-state relations in Canada prior to this course, but if you are looking for some context, review the following books:


If you have any questions about particular subjects and would like guidance on further reading, do not hesitate to ask your professor.

Course Evaluation

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Major Research Paper</td>
<td>35%</td>
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<tr>
<td>(5% for outline + 30% for paper)</td>
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<tr>
<td>Reading Responses</td>
<td>25%</td>
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<td>(5 reading responses of your choice over the semester)</td>
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<tr>
<td>Final Take Home Exam</td>
<td>20%</td>
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<tr>
<td>Powwow Reflection</td>
<td>10%</td>
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<tr>
<td>Attendance and Participation</td>
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*Research Paper Outline* 5% due by Wednesday, October 9 at 11:15 a.m.

The outline is an important tool in essay writing. It helps you to organize your thoughts well in advance of writing the actual paper. It also allows your professor an opportunity to provide early guidance to help focus your subject matter and tighten your argument.

Your outline will consist of three parts. First, provide one or two paragraphs (no more than 500 words) clarifying your subject (What/who are you examining? Is there a specific temporal or geographical place you are examining?). Explain *why* you are examining this subject. Saying that the topic is “interesting” will not suffice. Explain the importance of the subject in the broader context of the course.

Second, provide a tentative outline beginning with a guiding question and a preliminary thesis statement. Simply put, academic writing consists of questions and answers. A great question will set you up for a great paper. Your thesis is the answer to that question. A thesis statement is an argument that you will provide evidence to support throughout your paper. Complete your outline with a map of your argument (i.e., what subjects will you be investigating specifically?).

Third, provide a tentative bibliography of sources you have examined or intend to examine. This does not have to be more than one page. It may be a good idea to sit down with the professor and talk about your idea early in the semester.

**Submission:** Submit your outlines online via the course website. Ensure that your file is in .doc, .docx, or .rtf format. This allows the professor to provide in-text editing and comments for you.

**Length:** 3–4 pages (Your outline can be single-spaced)

*Research Paper* 30% due by Wednesday, November 20 at 11:15 a.m.

Write a research paper on a subject of your choice (to be approved by the professor) on the subject of Aboriginal peoples and the Canadian state: issues of peace and justice. Choose a topic that interests you and do not hesitate to speak with the professor to brainstorm ideas or hone your subject matter.

**Submission:** Submit your outlines online via the course website. Ensure that your file is in .doc, .docx, or .rtf format.

**Length:** 4000–5000 words
**Format:** Double-spaced, 12-point Times New Roman font, 1” margins with page numbers on every page. There is no need for a full title page. You can place your title and appropriate information at the top of the first page.

**Citations:** You may use any method of citation you are comfortable with as long as you are consistent. The university library website has full and quick reference guides for all methods of citation. Use them!

**Reading Responses** 25% (5% x 5 responses)
Over the course of the semester, you are required to write a minimum of five reading responses. These reading responses are to be submitted online via the course website any time prior to the class for which the readings are assigned. Each response paper is worth 5%. You may choose to write six response papers over the course of the semester. In this case, your lowest grade will be dropped.

In your responses, briefly summarize the arguments of the author(s) and reflect on the implications of the arguments for peace and/or conflict in Aboriginal-state relations in Canada. Each week may inspire different avenues of thought so feel free to explore ideas or arguments that interest you. If there are multiple readings (and there often are), bring the authors into dialogue with each other. You may choose to be critical at times and you also may choose to refer back to other weeks and different authors. How you approach these reading responses is largely up to you. The goal here is to engage the readings and subjects in a meaningful way.

**Submission:** Submit your outlines online via the course website. Ensure that your file is in .doc, .docx, or .rtf format. This allows the professor to provide in-text editing and comments for you.

**Length:** approximately 1000 words each (no more than 1200 words)

**Format:** Double-spaced, 12-point Times New Roman font, 1” margins with page numbers on every page. There is no need for a full title page. You can place your title and appropriate information at the top of the first page.

**Citations:** No bibliography is required for these responses but you should include proper citations when referring to the readings. Use whatever citation method you feel most comfortable with and be consistent.

Note: On October 30, one of the authors of your readings will be conducting a short guest lecture. I encourage you to read and respond to the readings on this day so our discussion with Dr. Martin Cooke is fruitful. The instructor will inform you of any other guest speakers throughout the semester.

**Powwow Reflection** 10% due by October 2 at 11:15 a.m.
Attend the powwow at St. Paul’s University College at the University of Waterloo on Saturday, September 28, 2013. Plan ahead and book this day off work if you must. Here are some of the activities you may choose to reflect upon (note: all times are subject to change):

**6:45 a.m.** the sunrise fire lighting ceremony. This ceremony is an early start to the day but is an extremely important ceremony for the powwow. It will also provide you with a very important look at connections between culture, identity and the powwow for indigenous peoples.

**12:00 p.m.** the grand entrance

**1:00 p.m. and 3:00 p.m.** Powwow 101. Are you interested in learning some of the dances? These sessions provide an opportunity for Aboriginal and non-Aboriginal peoples alike to learn some of the dances and participate in the ceremony.

**10:00 a.m. to 5:00 p.m.** learning stations. Throughout the day, learning stations will be available where you can ask questions of experts, artists and practitioners.
6:30 p.m. Debajehmujig Storytellers: Global Savages. This will no doubt be an extraordinary interactive performance beginning at sundown. Here is their advertisement: [http://www.debaj.ca/content/Global-Savages-0](http://www.debaj.ca/content/Global-Savages-0)

**General Observations and reflections.** I strongly recommend that you come for the day festivities and attempt to attend either the morning ceremony or evening performance. In addition to these events, you may choose to reflect on your broader experience at the powwow.

**Note:** More information will be provided on the assignment closer to the powwow. Please note that because of the extensive time commitment for this event, two (2) classes have been cancelled over the course of the semester. You are still responsible for the readings on those days and any assignments are due prior to the scheduled time of the class, even if we are not meeting.

If you cannot attend the powwow, you must inform the instructor by September 15 and alternative arrangements will be made. More information on the reflection assignment will be distributed in class.

**Length:** 1200–1500 words

**Submission:** On the course website in .rtf, .doc, or .docx

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**Final Take Home Exam**

20% due by 1:00 p.m. on Monday, December 9

The final take home exam will be available on the course website following the final lecture on December 2. The exam will consist of multiple short essay questions that will engage the broader issues discussed throughout the course. They will be creative, thought-provoking questions that challenge you to think about the implications of what we have studied for peace and justice in Canadian society. You will be asked to engage the readings from the course in your answers. Instructions on length and format will be provided with the exam.

**Attendance and Participation**

10%

Pedagogically, this class will be dialogical in nature. We will conduct full class and small group discussions almost every day. Lectures will be interactive and conversational. For this reason it is important that you come to class prepared to talk. For those who are less comfortable with physical participation, some weeks we may have online discussion forums regarding current events.

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**Reading Schedule**

### Part I: The Context for Change and Conflict

**Sept 9:**  
**Introduction**

Readings:  
David Long, “Introduction” *Visions* (xxi–xxxiv)

Warry, “Introduction” *Ending Denial* (13–20)

**Sept 11:**  
**The Resonating Effects of Colonialism**

Readings:  

For Your Information and Interest
Non-Required Weekend Event

On September 14 and September 15 at Conrad Grebel University College, there is a two-day event focusing on reconciliation and Canada’s Aboriginal residential school system.

A weekend gathering that will have us understanding together the legacy of the National Residential School System with an emphasis on the three Mennonite Run Residential Schools in North Western Ontario.

Cost: $40 (includes snacks and lunch)
For more information and to register click on the image to the left.

Sept 16: The Assimilation Argument
Readings:
http://www.aadnc-aandc.gc.ca/eng/1100100010189/1100100010191
Warry, “Chapter 2: The New Assimilation Arguments” Ending Denial (33–52)
Taiaiake Alfred, “Colonial Stains on Our Existence” in Racism, Colonialism, and Indigeneity in Canada (3–10)

Sept 18: Aboriginal Rights
Readings:

Sept 23: Royal Commission on Aboriginal Peoples, 1996
Room Change: STP 232
In preparation for the powwow on September 28, we will travel to the Aboriginal Education Centre at St. Paul’s University College for a presentation by the centre coordinator, Luane Lentz. In addition to our lecture on RCAP, we will hear about the centre and receive detailed information about the powwow and your potential participation in it.

Readings:
Highlights from the Report of the Royal Commission on Aboriginal Peoples (excerpts) [This is a long document. Browse it, get a sense of it, and read sections that interest you],
http://www.aadnc-aandc.gc.ca/eng/1100100014597/1100100014637

Sept 25:  | **Blockades and Standoffs**
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Readings: | No Class in lieu of attendance at powwow on September 28

Sept 25:  | **Blockades and Standoffs**

Sept 30:  | **Blockades and Standoffs**

Oct 2:  | **Urban Aboriginals**
Readings: | Warry, “Chapter 6: Being Aboriginal: Identity” and “Chapter 7: Culture in the City” *Ending Denial* (99–122)
Kevin FitzMaurice and Don McCaskill, “Urban Aboriginal People in Canada: Community Trends and Issues of Governance” *Visions* (328–51)
Recommended: Don Kerr and Roderic Beaujot, “Aboriginal Demography” *Visions* (149–88)

**Part II: Social and Cultural Issues**

Oct 7:  | **Stereotype**
Augie Fleras, “Reclaiming Aboriginality: From Mainstream Media Representation to Aboriginal Self Representation” *Visions* (189–212)

Oct 9:  | **Cultural Loss and Reclamation**
Readings: | Warry, “Chapter 5: Putting Culture into the Debates” *Ending Denial* (87–98)
Mary Jane Norris, “Aboriginal Languages in Canada: Generational Perspectives on Language Maintenance, Loss, and Revitalization” *Visions* (113–48)
Oct 14  THANKSGIVING HOLIDAY (no class)

Oct 16  **Sacred Sites and Religious Freedom**
http://uwspace.uwaterloo.ca/bitstream/10012/7551/1/Shrubsole_Nicholas.pdf

Oct 21  **Women**
Guest speaker: Ms. Jean Becker
Sharon D. McIvor, “Aboriginal Women’s Rights as ‘Existing Rights’” in *First Voices: An Aboriginal Women’s Reader* (374–81)

Oct 23  **Women**
Readings: Kim Anderson and Jessica Ball, “Foundations: First Nation and Métis Families” *Visions* (55–89)
Susan Judith Ship and Laura Norton, “HIV/AIDS and Aboriginal Women in Canada” in *First Voices: An Aboriginal Women’s Reader* (188–99)

Oct 28  **Crime**

Oct 30  **Health and Well-Being**
Guest speaker: Dr. Martin Cooke

Nov 4  **Education and Indigenous Knowledge**
Readings: Jan Hare, “Learning from Indigenous Knowledge in Education” *Visions* (90–112)
Part III: The Challenges of Moving Forward

Nov 6  Treaties and Comprehensive Claims

Nov 11  Resources and Economic Development
Calvin Helin, “Introduction” in Dances with Dependency (23–42)

Nov 13  Responding to the Critics
Readings:  Tom Flanagan, “The Octagon is a Stop Sign” and “Update 2008” from First Nations Second Thoughts (192–234)
Frances Widdowson and Albert Howard, “Introduction: Discovering the Emperor’s Nudity” in Disrobing the Aboriginal Industry: The Deception Behind Indigenous Cultural Preservation (3–18)

Nov 18  Aboriginal Leadership and Self-Government
Readings:  Brian Calliou, “From Paternalism to Partnership: The Challenges of Aboriginal Leadership” Visions (258–91)
Warry, “Chapter 11: The Third Order: Accountable Aboriginal Governments” Ending Denial (167–81)
Recommended:  Joseph E. Couture, “The Role of Native Elders: Emergent Issues” Visions (18–34)
Recommended:  Marlene Brant Castellano, “Elders’ Teachings in the Twenty-First Century: A Personal Reflection” Visions (35–54)

Nov 20  Truth and Reconciliation
Major Research Paper DUE by 11:15 a.m. online on the course website
Readings:  Rosalind Ing, “Canada’s Indian Residential Schools and Their Impacts on Mothering” in Racism, Colonialism, and Indigeneity in Canada (120–27)
Suzanne Fournier and Ernie Crey, “’Killing the Indian Child’: Four Centuries of Church Run Schools” in Racism, Colonialism, and Indigeneity in Canada (173–77)
Ronald Neizen, “The Sense of Injustice” in Truth and Indignation: Canada’s Truth and Reconciliation Commission on Indian Residential Schools (chapter 1) [Note: this reading may change pending availability of the book. It is scheduled for release in October.]
Browse the TRC website: http://www.trc.ca/

Nov 25  Truth and Reconciliation
No Class in lieu of attendance at powwow on September 28
Readings:  Paulette Regan, “An Apology Feast in Hazelton: a Settler’s ‘Unsettling’ Experience” and “Peace Warriors and Settler Allies” from Unsettling
the Settler Within (193–237)
Watch the apology, [http://www.youtube.com/watch?v=qo5cG-RjE8Y](http://www.youtube.com/watch?v=qo5cG-RjE8Y)

Nov 27

**Idle No More**

Readings

Browse [http://www.idlenomore.ca/](http://www.idlenomore.ca/) and

Additional news articles will be posted on the course website

Dec 2

**Conclusion**

Readings

Warry, “Conclusion: The River” *Ending Denial* (183–94)

“Conclusion: ‘Reconciliation and Moving Forward’, A Dialogue between
David Newhouse and David Long” *Visions* (403–25)

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### Course Reserve Material

In addition to the two textbooks for this course, the following required reading material is on reserve at the Milton Good library:

7. Niezen, Ronald. 2013. *Truth and Indignation: Canada’s Truth and Reconciliation Commission on Indian Residential Schools*. University of Toronto Press. (Item is scheduled for release on October 23. It should be available at the reserve desk by the beginning of November.)

Each book is available for a three-hour in-library loan. Plan your readings in advance and make copies of what you need.

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### Course Website Information

Using your WatIAM username and password, you can access the course website at [http://learn.uwaterloo.ca/](http://learn.uwaterloo.ca/)

LEARN is a web-based course management system that enables instructors to manage course materials (posting of lecture notes etc.), interact with their students (drop boxes for student submissions, on-line quizzes, discussion boards, course e-mail etc.), and provide feedback
(grades, assignment comments etc.). The degree to which LEARN is utilized in a particular
course is left to the discretion of the instructor; therefore, you may find a large variance in
how LEARN is being used from one course to another.
On the PACS301 course website, you will be able to:
- Submit assignments
- Access some reading material
- Read announcements
- View important dates
- View your grades
- Participate in online forums

For further help on LEARN you may visit the help website at
http://av.uwaterloo.ca/uwace/training_documentation/student_index.html
You may also contact support staff via e-mail at learnhelp@uwaterloo.ca

**University Policies and Information**

**Academic Integrity:**
Academic Integrity: In order to maintain a culture of academic integrity, members of the
University of Waterloo are expected to promote honesty, trust, fairness, respect and
responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid
committing academic offences, and to take responsibility for his/her actions. A student who is
unsure whether an action constitutes an offence, or who needs help in learning how to avoid
offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should
seek guidance from the course professor, academic advisor, or the Undergraduate Associate
Dean. When misconduct has been found to have occurred, disciplinary penalties will be
imposed under Policy 71 – Student Discipline. For information on categories of offenses and
types of penalties, students should refer to Policy 71 - Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university
life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy
70 - Student Petitions and Grievances, Section 4.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70
- Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student
Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

**Other sources of information for students:**
Academic Integrity website (Arts)
Academic Integrity Office (uWaterloo)

**Accommodation for Students with Disabilities:**
Note for students with disabilities: The AccessAbility Services office, located in Needles
Hall Room 1132, collaborates with all academic departments to arrange appropriate
accommodations for students with disabilities without compromising the academic integrity
of the curriculum. If you require academic accommodations to lessen the impact of your
disability, please register with the AS office at the beginning of each academic term.
Instructor Policies

Electronic Gadgets
Please turn off all electronic devices with the exception of laptops/tablets you are using for taking notes. The instructor reserves the right to ask you to leave the classroom if you are abusing laptop/tablet privileges. Multiple offenses will lead to a failing participation grade.

Classroom Ethic
This course will be guided by an ethic of mutual respect and responsibility. At times, the topics may become controversial and in-class debate rather tense. While disagreement is part of a healthy university environment, please engage your colleagues (including the instructor) with respect and in such a way to promote a response. Occasionally, the instructor will need to close down a debate when time is running short, when a conversation devolves into a series of monologues, or when we are bogged down on a topic.

E-mail Correspondence
Email is not the preferred method of correspondence in this course. The preferred method of correspondence is through face-to-face contact during instructor office hours or through a scheduled appointment. Emails requesting information that is already posted on our course website or communicated in class will not be returned. Should you need such information, please see the instructor. Moreover, email correspondence is not a good method of communicating class material or explaining complex concepts. Again, the preferred method of communication is face-to-face contact. Please USE email primarily to make appointments and, if need be, to refine your ideas in communication with the instructor. In some cases, the instructor may request a meeting in lieu of further emails. In all email correspondence, please include your full name and a subject heading that includes PACS301 in its title.