

University of Calgary
Sociology 475-01: Sociology of First Nations of Canada
Winter 2017

Professor: Dr. Robert Henry
Office: 912 SST
Class: Mon-Wed-Fri – 1-1:50
Classroom: ICT 102
Office Hours: Tuesday 1:00-3:00 pm or by appointment
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Sociology Website: www.soci.ucalgary.ca

Course Description: This course aims to develop students' critical reading and thinking skills in relation to issues of Indigenous self-government and relationships with the Canadian state. The course grounds itself within Indigenous theoretical discussions of governance and self-government. Through a decolonial framework students will engage in a critical analysis of the concepts of colonialism, decolonialism, sovereignty, self-government, governance, and traditional models of Indigenous governance.

Course Objectives:

1. To provide students the skills necessary to be create a critical understanding of the relationships between Indigenous and settler Canadian society.
2. To engage in theoretical discussions of Indigenous governance, self-government, and sovereignty.
3. To critically engage in the discourse of Indigenous self-government and its implications with Canadian state relations.

Course Format: Classes will combine several formats: lectures based on topics covered in the readings, small and large group discussions of issues raised in lectures, class presentations, guest lectures, videos, class questions, and in-class assignments. I will cover some of the assigned readings in class and will also lecture from additional materials on the topic. Therefore, you are responsible for any assigned readings and reserve materials.

Required Texts:

Alfred, Taiaiake. *Peace, Power, Righteousness: An Indigenous Manifesto*, 2nd Edition. Don Mills: Oxford University Press, 2009.

Simpson, Audra. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press, 2009.

Course Evaluation:

NOTE: Receiving credit in all components of this course is mandatory to obtain a passing grade.

1. Closed Book Examinations 35%

There will be and 1 final examination. The examination will cover lectures, guest lectures, videos, and reading materials scheduled up to the exams. This means that students will also be responsible for reading/topics not covered in class.

The examination will be a combination of any or all of the following: multiple choice, definition, short answer, and essay questions. This manner of testing allows the student to demonstrate varying methods of academic skill. I do not expect students to rely solely on rote memory. I expect application, analysis, synthesis, and integration of course materials into your reasoned and concise answers.

The short answer and essay questions require a reasonable standard of writing. Poor spelling, disjointed or incomplete sentences, poor grammar and punctuation, inadequate sentence and paragraph structure only detract from the ideas you are trying to express and will negatively impact your mark.

Final Examination Date set by Registrar 35%

If you miss the final exam for a valid reason, contact the Sociology Department Office at the University of Calgary (220-6502) within 48 hours to apply for a deferred exam no later than the deadline indicated in the 2016/17 University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/2016/ho/How_HD.htm. Otherwise, again, university regulations require that you receive a score of zero on the final exam

2. Critical Comparative Analysis – 20%

In preparation for the final research paper, you are asked to choose one of the readings from the first six weeks of class, find another academic article or reading on the same topic, and complete a critical comparative analysis of the two. Your paper will be 4 pages long (double-spaced and properly formatted) and will include a short summary of the articles and a longer analysis of them. You will be graded for your ability to find a suitable academic source and your ability to synthesize the main themes, connections and differences between the articles. In other words: you should be able to analyze both articles as a small body of literature on a given topic. As you choose your other source and write your paper, I want you to consider how these articles speak to each other. For instance, taken together, what do they tell us about a specific topic/theme? (e.g. Indigenous political traditions, colonialism, Indigenous-newcomer relationships, historical treaties). More importantly, why do these insights matter? What do they mean? The best critical analyses will not read like two summaries of two separate articles, but rather, will read like a comprehensive analysis of a specific topic. The best papers will also add your own analysis and

ideas to the conversation. Imagine yourself as speaking in a conversation with these authors and having something valuable to add.

2. Paper Proposal – 15%

All students will submit a 5-page paper proposal (double-spaced and properly formatted) for their final research paper. This paper proposal will have three parts. The first part will introduce your chosen case study and will narrow that case study to a specific topic of concern. It will situate it within the course themes and will introduce your research questions. In other words: what aspect of the case study will you investigate and what do you want to know about it? The second part will outline the potential sources you will use for your paper, which will include course readings and five additional academic sources. We will discuss acceptable academic sources in class. You will provide a full academic reference for each source and briefly describe how each source will help you write your paper. I.e. how will these sources help you forward and support a unique argument? Here it will be helpful to begin thinking of themes to explore within your paper as well as how you will structure your final paper. The third section will include a possible thesis statement. What are you trying to prove with this paper? What will you try to convince your audience of and how will you accomplish this? For this you will have to read your chosen sources and be able to talk about them. Your proposed thesis and sources do not need to be final or definitive but should demonstrate that you have selected a topic, begun to gather and complete preliminary research for this paper, and that you are beginning to develop ideas and analysis on this topic. The proposal should also demonstrate an awareness of how the course materials and ideas connect to your topic. The paper proposal is worth 15% of the final mark and I will grade it for its completeness and sophistication. Do you have a good topic and potential argument? Have you found useful sources and do you have a good sense of how to use them?

3. Final Paper – 30%

The final paper for this course will be 8 to 10 pages long (double-spaced and properly formatted) and will examine one of the case studies explored in class throughout the term. Students are free to choose a case study not covered in this course, but must discuss their choice with me before moving forward. Students will draw on the materials presented in class to become familiar with their topic, but will then conduct more in-depth research to examine a specific element of that case study. For instance, you could choose to analyze how the wampum belt is used in Native-newcomer relationships today, or use the Harvard Project to consider the future of direct action in Canada. Your paper should present a sophisticated understanding of the history surrounding your case study, but will also make a connection to contemporary Canadian issues of self-government, governance, and sovereignty. Students will use both the course materials and *five* additional academic sources to go beyond the content covered in the course and present your own research and argument. The best papers will demonstrate comprehensive understanding of the course materials and how they relate to your topic, and will present a unique argument and analysis. Papers should also engage with theoretical concepts explored in class such as settler-colonialism, treaty federalism, and sovereignty, and should incorporate an awareness of one's own position in historical and contemporary Indigenous issues. Students are encouraged to discuss potential topics, challenges, and sources with me during office hours.

Percentage	Grade	Meaning
95+	A+	Outstanding
89- 94	A	
86- 88	A-	
82 – 85	B+	Very Good
79- 81	B	
76- 78	B-	
72-75	C+	Good
68-71	C	
64-67	C-	
60-63	D+	Minimal Pass
55-59	D	
0 – 54	F	

Please feel free to consult me if you have any questions or concerns regarding grades.

NOTE: Receiving credit in all components of this evaluation is mandatory to obtain a passing grade in this course. This means that if you do not hand in an assignment, do not receive participation marks, do not make a class presentation, receive a group presentation participation grade of "0" from all of your fellow group members, or do not write the exams, then you will receive the grade of “F” in this course.

Exam Policies: When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. **Again, if you miss the midterm I will not give you a makeup exam. You will be given a comprehensive final.**

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: <https://www.ucalgary.ca/registrar/student-forms>

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It’s available at https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.pdf

Academic Accommodation: Students needing an Accommodation because of a Disability or medical condition should contact Student Accessibility Services (MC 293, phone 403-220-8237) in accordance with the Procedure for Accommodations for Students with Disabilities available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>. Please provide

academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

Freedom of Information and Protection of Privacy (FOIP): The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having student's retrieve assignments from a public place, (e.g. outside the instructor's office, the department office, etc.). Term assignments must be returned to students individually, during class or during the instructor's office hours. If a student is unable to pick up their assignment from the instructor, they may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Research Ethics: Students are advised that any research with human subjects such as interviews (including interviews with family and friends), opinion polling, and unobtrusive observation must have the approval of the Department of Sociology's Ethics Committee. **In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.**

Student Representation: The 2016-17 Students' Union VP Academic is Alicia Lunz (suypaca@ucalgary.ca). The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

Emergency Evacuations: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at **Social Science-Food Court**. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: The University of Calgary provides a "safe walk" service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the "Help" phones located around Campus.

Academic Misconduct: Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Academic Accommodation: Students needing an Accommodation because of a Disability or medical condition should contact Student Accessibility Services (MC 293, phone 403-220-8237) in accordance with the Procedure for Accommodations for Students with Disabilities available at http://www.ucalgary.ca/policies/files/policies/procedure-foraccommodations-for-students-with-disabilities_0.pdf. Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

Handing in Papers Outside of Class, Returning Final Papers and Release of Final Grades:

When students are unable to submit papers at class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant rather than at the Sociology Department's main office. Final papers will not be returned through the Sociology Department main office. The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, (i.e., outside an instructor's office, the department office, etc.). Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will only be available for pick-up during the instructor's office hours at the end of this term or the beginning of the next term. The sociology department does not post final grades. They are only available online.

Electronic Classroom Etiquette: Technology can be both a blessing and a curse. In recent years electronic devices have been the cause of a tremendous amount of disturbance in the classroom. Please get the most of your (or your parents') hard-earned tuition dollars by devoting your class time exclusively to classroom activities. Please be courteous to your classmates and professor by ensuring that your iPhones, pagers, or any other electronic devices are turned off and remain off for the duration of the class.

For those taking notes on a laptop, please be aware that your screen is visible to those both beside you and behind you. I have received many complaints from fellow classmates who have been forced to endure distracting, offensive and otherwise unsuitable images from others' laptops. Please remember that laptops are to be used exclusively for the purposes of taking notes during class.

Usage of electronic devices outside of course or engaging in any other type of internet/or electronic activity during this class is not permitted. That means cannot answer emails or being on Facebook during this class. Those who choose to ignore this rule will be asked to leave my classroom immediately. Students who have been asked to leave my classroom must meet with me before returning. Students taking class notes on a laptop computer will be asked to close their laptops from time to time to answer questions and/or engage in classroom discussions. Please be ready to answer questions or add comments to the classroom discussion throughout the class.

Class Schedule

Week:	Week of:	Topic:	Readings:
1	January 9	Introduction: What is Indigeneity or Indigenous Self-government	
2	January 16	Colonization, colonialism, decolonialism and post-colonial theories	
3	January 23	C'td	

4	January 30	Self-government vs. Sovereignty
5	February 6	Traditionalism, Treaty- Making and the IA
6	February 13	Traditional Recognition Conceptualizing Language And Indigenous Governance
7	February 20	Colonial Borders vs. Indigenous Sovereignty
8	February 27	The Politics of Space and Place
9	March 6	Reserves and Removal From Being Recognized
10	March 13	Urbanism and Self-Government Whose Jurisdiction?
11	March 20	Patriarchal Divide Gendering Indigenous
12	March 27	Empowering Indigenous and Settler Relations Working Class for papers
13	April 3	Empowering Indigenous and Settler Relations C'td Working Class for papers
14	April 10	Course Wrap Up