

POLI 383: Global Indigenous Nationalisms

University of Victoria • Department of Political Science

Instructor:	Sam Grey
Meeting Time:	Tuesdays & Thursdays, 2:30-4:50 pm
Meeting Space:	Hickman Building (HHB) room 110
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Course Overview

Description

This course provides a comparative analysis of Indigenous politics with primary, though not exclusive focus on Indigenous-Settler state relations in Canada, Australia, Aotearoa/New Zealand, and the United States (often grouped together as “the CANZUS countries” or “the Anglosphere”). Students will develop a broad understanding of Indigenous Peoples’ political movements, political identities, and struggles and successes with regard to sovereignty; the concepts and structures that define political justice for Indigenous Peoples globally; the history and consequences of Settler colonialism for these communities and nations; and the relationship of Indigenous Peoples to nation-states and to the United Nations.

The brevity of the summer session makes it necessary to impose some specificity on our explorations. Consequently this is not a general survey course describing Indigenous politics broadly, but instead focuses common elements of the Indigenous-state relationship through the specific lens of British Settler colonialism. Even within this comparatively narrow ‘slice’ of the field, though, students will find a considerable array of concepts, perspectives, debates, controversies, and case studies with which to engage. In order to understand the specificity-within-commonality of Indigenous Peoples’ political struggles and mobilizations, we will begin with an overview of Settler colonialism generally, and of the British variant in particular.

Aims & Objectives

This course provides an understanding of the historical foundation of, and current debates around Indigenous Peoples’ relationship with the CANZUS states from a variety of perspectives, paying particular attention to the work of Indigenous authors and filmmakers. At the completion of this course the successful student will be able to:

1. Describe and analyse the historical circumstances that have shaped Indigenous Peoples’ contemporary political and legal entanglements with the state.
2. Think critically about the future of Indigenous-state relations, Indigenous Peoples’ human and inherent rights, and Indigenous internationalism and transnationalism.
3. 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; with supra-state organizations; and with those transnational entities and forces that impact the state-Indigenous relationship.
4. Demonstrate a broad knowledge of the issues facing Indigenous Peoples in British Settler colonial countries; and of the diversity of, and parallels between, their political histories.
5. Define key political concepts such as ‘sovereignty,’ ‘self-determination,’ ‘Settler colonialism,’ ‘nationhood,’ ‘globalization,’ ‘post-colonialism,’ ‘Indigeneity,’ and ‘state.’

Class Structure & Approach

Classes are structured around lectures, discussions, presentations, and films:

2:30-2:50	class discussion
2:50-3:20	student presentations
3:20-3:30	break
3:30-4:10	lecture
4:10-4:50	film

Each class begins with a 20-minute discussion, working in small groups, of the previous day's theme – a recap of the last class, once students have had time to reflect on the presentations, lecture, and readings for that day. Following this, student presentations will cover the assigned readings for the current day.

The fundamental course content is found in the assigned journal articles and book chapters, as shown on the course schedule (beginning on p. 8 of this syllabus). The course has been set up to allow you considerable choice in reading – for each class you must complete the 'core' readings, which provide a general groundwork for that day's theme; along with any one of four 'focal' readings, which examine the day's theme in the context of Aotearoa/New Zealand, Australia, Canada, or the United States. As you move through the course you may opt to engage with all of the focal readings for one specific country; or to follow a certain topic, issue, or perspective of particular interest on any given day. You are encouraged to read widely, moving beyond the course materials, since the payoff in terms of student progress (and success!) is usually significant.

You are required to come to class having read and critically reflected on all of the core, and your choice of the required focal readings, each day. It is recommended that you bring your readings and notes with you, along with any other materials necessary to understand lectures, participate in discussions, and otherwise thoughtfully and substantively engage with and contribute to the class. The role of the lectures is not to review but supplement the readings – invariably they will include material not included in the readings themselves. It will therefore be impossible to perform adequately in the course without near-perfect attendance.

The final portion of each class is devoted to documentary and feature films dealing with the day's theme (see the final page of the syllabus for a list of titles), many of which are the work of Indigenous filmmakers. You are responsible for knowing these works, and synthesis papers will require the integration of film material. None of the films are optional since they provide information about and perspectives on the course themes unavailable through our other sources.

Even though the class is quite large and thus unlikely to generate widely inclusive discussion, you are encouraged to ask questions; to think critically; to consider multiple/diverse perspectives and to articulate your own; and to feel safe to "think on your feet" and "play with ideas." Everyone has something to contribute and all of us have something to learn from our investigations and from each other – however this demands a very high standard of personal conduct. This class covers a range of political issues, some of which are highly controversial and politically charged; and while much (or even all) of this material may be new to some students, for others it describes a reality that they deal with daily. Relatedly, students in this course come from a wide variety of backgrounds and disciplines. It is therefore of utmost importance that everyone is treated with kindness during what could be very passionate debate; that the literature is approached both with a critical eye and in the spirit of philosophical charity; and that we keep our discussion focused on the issues and themes of the course. Active, respectful, and meaningful engagement with the course materials and with one another is essential to our success.

Required Texts

- i. Electronic journal articles online at the McPherson Library website. These readings are accessible via hyperlinks in the electronic version of this syllabus, as well as through links posted on the secure CourseSpaces site for POLI 383 (logging on with your Netlink i.d. will be required).
- ii. A Course Collection available through links on the secure CourseSpaces site for POLI 383.

Assignments & Evaluation

Questions

weight: 15%

due: each class

A key element of this course is the presentation and discussion of the assigned readings. To facilitate these engagements you are required to write two questions, for every class, on the focal (i.e., country-specific) reading you have chosen for that day. The questions should relate your focal reading to the core readings and to the theme for the day. You should address not only on what you find particularly interesting, important, or troubling in the focal reading, but also how these insights connect to previous readings, to other course materials (including lectures and films), and to ongoing debates inside and outside of our classroom. Your questions should focus on thoroughly understanding the material, rather than merely criticizing it (although you are welcome to raise questions about parts of the reading you did not fully understand and/or points you felt the author neglected). Two typed, hard-copies of your questions must be brought to each class – one copy is submitted to me at the start of the seminar, the other you keep as a reference for the day's discussions. At the top of the page, clearly identify which focal reading you are addressing. Late questions cannot be accepted, nor can questions be submitted online. Your questions will be held until the end of the term and then marked as a set. You will not hand in any questions on the first day of class, or on the days you do a presentation, but you will hand in questions for all of the rest of the classes (i.e., 11 days total).

Research Paper

weight: 35%

due: August 24th

The research paper allows you to deepen your understanding of a course-related issue of particular interest. Choose a theme from among the thirteen provided in the course schedule and develop an original argument on some aspect of that theme. Your paper may present either a case study (focusing on particular Indigenous nation and/or issue), or be a more conceptual/theoretical piece. I will be looking for links between the course content (including films, discussions, lectures, and readings) and your work, demonstrating your ability to extend course materials to outside cases, events, arguments, etc. A minimum of ten peer-reviewed academic sources and five sources from the assigned readings must be used – but this is a minimum, and skilfully utilizing a reasonably wide diversity and number of sources demonstrates curiosity, diligence, and initiative on your part – which will be recognized in the marking. The final submission should be 3,000 words total, exclusive of your bibliography and any endnotes/footnotes. Clocking in either significantly over or under this will negatively affect your grade because required word lengths both indicate the space necessary to develop a robust argument and create a level playing field across student submissions.

Research Paper Proposal

weight: 15%

due: July 31st

In order to give you a head start on the final essay, a paper proposal is due mid-way through the course. You will receive plenty of input through this submission, and are always welcome to speak with me (either in person or via e-mail) about your essay topic, any researching or writing problems you're facing, or any suggestions or feedback you've received from me. In 1,000 words (excluding your bibliography and footnotes/endnotes), your proposal should sketch out your final research paper, including: a thesis statement and an outline of the argument, referencing your case study (or studies); a 1-page, single-spaced bibliography of works you plan to consult; and a brief list of any paper-related problems or questions on which you would like specific advice. Note that you will not be able to submit the final research essay without having handed in a paper proposal first, since the final essay mark will reflect the growth and development of your work from the initial outline to the final submission. You must also discuss your topic with me, either in person or through e-mail, at some point prior to submitting your research paper proposal.

Presentation

weight: 15%

due: see schedule on CourseSpaces

At the opening of every class, 6-7 students will be responsible for briefly presenting the day's readings. Each student will sign up, on the first day of the course, to present two readings this term. Presentations should be 5 minutes long, including a 2-minute Q&A at the end, in which you will field questions from your classmates. You should begin by stating the thesis of the article in your own words; very briefly summarize the main argument; and then move on to relating the reading to the core readings and theme for that day; and finish by drawing out and critically evaluating the most important points made by the author(s). Make sure to highlight any key concepts or terms, especially if the article uses a unique or contested definition. Use your own words throughout (i.e., do not quote readings at length). Each presentation is worth 7.5%.

Synthesis Papers (2)

weight: 20%

due: varies (see description, below)

Twice this term you will submit a synthesis paper integrating the presentations, lecture, readings, and film for any two of classes 2, 4, 5, 6, 8, 9, 10, or 12. These papers should demonstrate that you have a nuanced understanding of these materials, how they relate to one another, and how they contribute to understanding that day's theme. Each paper must be approx. 750 words, is worth 10 marks, and is due one week after the class you write about (i.e., a synthesis paper on a Tuesday class will be due the following Tuesday, and for a Thursday class, the following Thursday). Since both space and time are short, pick a single issue, problem, idea, or perspective that connects all of the day's materials in a clear, concise, and compelling way. Evaluation here looks at the extent and depth of integration you achieve; the strength of your analysis; your demonstrated understanding of the day's theme; your capacity to successfully apply key course concepts to your own work, showing independent thought; and your ability to write clearly, persuasively, and professionally. These are not opinion pieces, research papers, or summaries. You do not need to consult any outside sources (although you can); you should not just tell me what you think or feel about the day's materials; and you should not simply report what we read, heard, saw, or said during the class. Although these are short papers they are not informal – proper essay structure (i.e., introduction, discussion/argument, and conclusion) is mandatory.

Grading Scale

The following is the University of Victoria's official grading system for undergraduate classes:

Letter Grade	Grade Pt. Value	Percentage	Description
A+	9	90-100	exceptional work
A	8	85-89	outstanding work
A-	7	80-84	excellent work
B+	6	77-79	very good work
B	5	73-76	good work
B-	4	70-72	solid performance
C+	3	65-69	satisfactory performance
C	2	60-64	minimally satisfactory
D	1	50-59	marginal performance
F	0	0-49	unsatisfactory performance

Please note that, according to University of Victoria policy, failure to complete any of the course assignments will result in a grade of 'N' (incomplete) for the course. An 'N' is equivalent to a 'fail' for your GPA.

Advice, Assistance, and Academic Resources

Active Reading

In all cases you want avoid passively reading academic work, but this is especially true in a course setting (where you're being called on to demonstrate a critical engagement with, and nuanced understanding of, the assigned readings). 'Active reading' means making sure you can identify the author's thesis, how the central argument is constructed (including evidence, links between sub-arguments, and tone), and the intended audience of the piece. It also means that you can defend your opinion of how convincing/successful the piece was. Make note of any unclear or curious aspects of the work, elements that seem to be intellectually challenging or frustrating, and/or points that call for further investigation. Thinking more broadly: you want to be able to identify what major question(s) the author is addressing, have some sense of where she fits into current debates on that question, know why the question itself is important, and be able to spot any underlying assumptions (theoretical and/or normative) at work. Remember that the assigned readings may be intended to clarify or provoke, or both!

Help with Coursework

Never hesitate to ask if you are uncertain about a topic, theme, idea, or approach that you encounter in this course. Successful techniques for undertaking assignments will be discussed in class and elaborated in handouts intended to assist you with critical thinking and academic writing, but you are encouraged to avail yourself of my office hours as well. I am available to review drafts of your work, to answer questions large and small, and/or help you pitch your written work toward publication in an undergraduate academic journal. This course also has a rigorous reading schedule, so if you experience any trouble with the readings (either completing them or understanding them) please come and speak with me as soon as you can.

Academic Skills & Counselling Resources

- [The Learning & Teaching Centre](#)
- [The Centre for Academic Communication](#) (formerly the Writing Centre)
- [Counselling Services](#)
- [time management tips](#)

Relevant Academic Journals

- [Aboriginal Policy Studies](#) (open access)
- [American Indian Culture and Research Journal](#)
- [American Indian Quarterly](#)
- [Decolonization: Indigeneity, Education & Society](#) (open access)
- [Fourth World Journal](#)
- [Indigenous Law Bulletin](#)
- [Indigenous Law Journal](#) (University of Toronto)
- [International Indigenous Policy Journal](#)
- [International Journal of Critical Indigenous Studies](#)
- [Maori Law Review](#)
- [Native Studies Review](#)
- [Settler Colonial Studies](#)
- [Wicazo Sa Review](#)

Course Policies

Communication with the Instructor

This class has a CourseSpaces site, which will be the main communication tool between us as instructor and student. You will be able to access information on the course (e.g. assignment details, study aids and writing tips, course information, etc.) on this site. To log on go to the [launch page](#) for POLI 383 and sign in with your Netlink i.d. and password. You should check the course site regularly for announcements and course-related issues. Relatedly, you should check your University email account often, since you are responsible for information about the course sent between classes – a responsibility that is not affected by full or unchecked e-mail inboxes. If you do not intend to use your university e-mail account, you are responsible for forwarding mail from your @uvic.ca account to your primary e-mail account.

Student Conduct

In the spirit of collegiality, please come to class on time, stay until the class ends, and do not disrupt the class with late arrivals or repeated arrivals/departures. Your cell phone must be turned off during class (not just put on 'vibrate'). Extracurricular computing (i.e., using your laptop for anything other than taking notes) and any use of a cell phone (including texting, surfing, using social media, or making/receiving calls) is prohibited. This, or any other behaviour that is distracting or disruptive will result in your being asked to leave your electronic device up at the lectern for the duration of the class, or to leave the class altogether. Recording the lectures is not permitted. It is the students' responsibility to add, drop, or withdraw from the course, adhering to university deadlines. I will make every effort to accommodate differences in learning styles and circumstances, so please let me know as soon as possible if you have any disabilities or special requirements.

Attendance

Note that attendance will not be taken for this class and there is no formal participation grade; however, the format of the course is such that regular attendance is necessary, and your progress and participation will be evaluated through your daily written questions and the synthesis papers. Should a health or personal crisis arise that necessitates your absence, you must arrange to obtain class notes or other information about that day's presentations, lectures, films, and discussions from another student, since you remain responsible for all material covered while you are away. Excused absences include those for reasons of illness (as verified by a doctor's note), bereavement, jury duty, military service, religious holidays, and participation on school sports teams. Excused absences exclude vacations, undocumented illnesses, transportation problems, and employment issues.

Written Assignments: Format, Referencing, & Mechanics

All papers must be submitted as Microsoft Word documents, in 11pt. Times New Roman font, double-spaced, with 1" margins all around. Your name must appear on the top of each page, along with a page number, while pagination should always exclude the cover or title page of your essay (i.e., page 1 is the page on which your first paragraph appears). In all written assignments you must follow basic academic citation rules, and all work utilized must be properly documented. You may use the referencing style of your preference (MLA, Chicago, APA, etc.), as long as your citations and list of references are consistent, complete, and properly formatted. Please consult a style guide for specific instructions. Written work is assessed on: writing skills, including surface correctness (grammar, punctuation, sentence structure, etc.); analytical and conceptual clarity; effective writing (i.e., style); logical organization; and cogency and persuasiveness of argumentation. An essay preparation handout will be provided that helps ensure you're hitting all the bases.

Lecture Notes

Students are responsible for taking their own lecture notes, since I distribute neither slides nor summaries.

Late Penalties

Assignments must be handed in electronically on CourseSpaces, which will accept submissions until 11:55pm on the due date – after this time the assignment is recorded as being one day late. For each day (including weekends and holidays) an assignment is late, 5% of your total mark will be deducted, unless there are special circumstances and I am notified not less than twenty-four hours before the assignment is due. The late penalty is calculated from the time the assignment is submitted online (the system will time-stamp your work for you). Extensions may be granted with supporting documentation of extraordinary circumstances (for medical issues a doctor's note is always required). Should such a situation arise, please contact me as soon as possible. Because of the firm deadline for the submission of final grades by instructors, no assignments can be accepted after August 24th (the due date of the final paper), except under exceptional circumstances and by prior arrangement. Keep a copy of all of your work until you receive your final grade for the course. Moreover, you must take adequate precautions to save and backup work in progress, as technical difficulties and computer crashes do not excuse lateness on an assignment unless accompanied by a paid repair or data retrieval receipt from a service bureau or retail shop.

Grade Submission & Appeals

Grades are posted to you electronically, on CourseSpaces. They are not available through e-mail. Marks will normally be posted within one week of your online submission (with the exception of the 'questions' assignment, which will be posted by August 27th) or within one week of your in-class presentation. Grades are neither rounded up nor rounded down. If you need to maintain a certain average, or earn a specific minimum grade in this class, you must work proactively to ensure that the quality of your work warrants such mark. If you need help with any of the coursework, please make an appointment with me well before the assignment in question is due. If you disagree with your grade on an assignment, you have the right to appeal. The Political Science Department follows the formal procedures for grade appeals adopted by the University of Victoria's Faculties of Humanities, Science, and Social Sciences. Your first step is to contact me to discuss the grade within one week of its posting. If I confirm your original grade, you can then follow the subsequent steps listed in the [departmental appeals process](#). Note that an appeal can result in one of three outcomes: no change to the original grade, a higher, or a lower grade.

Academic Integrity

'Academic integrity' consists of 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 such acts are serious academic offences. 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. Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know these rules. If you are unsure about the standards for citations or for referencing your sources, ask. It is your responsibility to understand the University of Victoria's [Policy on Academic Integrity](#).

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 regarding the course and my teaching, as well as to help the department improve the overall programme for students in the future. Time will be set aside, during class, to access and complete the CES – you will need to bring a smartphone, laptop, tablet, or other mobile device on that day, since the survey is accessed via MyPage and filled out online. 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.

Class Schedule: Readings

Class	Date	Theme	Core Readings (read ALL)	Focal Readings (choose ONE)
#1	July 7	Introduction [52 pages]	<ul style="list-style-type: none"> • Deloria Jr., Vine. (1969/1988). "Indians Today, the Real and the Unreal." In <i>Custer Died for Your Sins: An Indian Manifesto</i> (pp. 1-27). Norman: University of Oklahoma Press. [26 pages] • Miller, Bruce Granville. (2003). "The State and Indigenous Peoples." In <i>Invisible Indigenes: The Politics of Nonrecognition</i> (pp. 45-51). Lincoln: University of Nebraska Press. [7 pages] • Russell, Peter H. (2005). "Western Imperialism and Its Legal Magic." In <i>Recognizing Aboriginal Title: The Mabo Case and Indigenous Resistance to English-Settler Colonialism</i> (pp. 30-50). Toronto: University of Toronto Press. [19 pages] 	
#2	July 9	Settler Colonialism [47-55 pages]	<ul style="list-style-type: none"> • Smith, Andrea. (2012). "Indigeneity, Settler Colonialism, White Supremacy." In Daniel HoSang, Laura Pulido, & Oneka LaBennett (Eds.), <i>Racial Formation in the 21st Century</i> (pp. 66-90). Berkeley: University of California Press. [21 pages] • Wolfe, Patrick. (2006). "Settler Colonialism and the Elimination of the Native." <i>Journal of Genocide Research</i>, 8(4), 387-409. [17 pages] 	<p><u>Aotearoa:</u></p> <ul style="list-style-type: none"> • Jackson, Moana. (2004). "Colonization as Myth-Making: A Case Study in Aotearoa." In Stephen Greymorning (Ed.), <i>A Will to Survive: Indigenous Essays on the Politics of Culture, Language, and Identity</i> (pp. 95-108). New York: McGraw-Hill. [12 pages] <p><u>America:</u></p> <ul style="list-style-type: none"> • Mikdashi, Maya. (2013). "What is Settler Colonialism? (for Leo Delano Ames Jr.)." <i>American Indian Culture and Research Journal</i>, 37(2), 23-34. [9 pages] <p><u>Australia:</u></p> <ul style="list-style-type: none"> • Brigg, Morgan. (2007). "Biopolitics meets Terrapolitics: Political Ontologies and Governance in Settler-Colonial Australia." <i>Australian Journal of Political Science</i>, 42(3), 403-417. [13 pages] <p><u>Canada:</u></p> <ul style="list-style-type: none"> • Ladner, Kiera L. (2014). "Political Genocide: Killing Nations through Legislation and Slow-Moving Poison." In Andrew John Woolford, Alexander Laban Hinton, & Jeff Benvenuto (Eds.), <i>Colonial Genocide in Indigenous North America</i> (pp. 226-245). Durham: Duke University Press. [17 pages]

Class	Date	Theme	Core Readings (read ALL)	Focal Readings (choose ONE)
#3	July 14	Nationhood & Nationalism [84-96 pages]	<ul style="list-style-type: none"> Lyons, Scott. (2010). "Nations and Nationalism since 1492." In <i>X-Marks: Native Signatures of Assent</i> (pp. 111-164). Minneapolis: University of Minnesota Press. [53 pages] Murphy, Michael. (2004). "Understanding Indigenous Nationalism." In Michel Seymour (Ed.), <i>The Fate of the Nation-State</i> (pp. 271-294). Montreal: McGill-Queen's University Press. [18 pages] 	<p><u>Aotearoa:</u></p> <ul style="list-style-type: none"> Maaka, Roger, & Fleras, Augie. (2000). "Engaging with Indigeneity: Tino Rangatiratanga in Aotearoa." In Duncan Ivison, Paul Patton, & Will Sanders (Eds.), <i>Political Theory and the Rights of Indigenous Peoples</i> (pp. 89-109). Cambridge: Cambridge University Press. [21 pages] <p><u>America:</u></p> <ul style="list-style-type: none"> Stark, Heidi Kiiwetinepinesiiik. (2012). "Marked by Fire: Anishinaabe Articulations of Nationhood in Treaty Making with the United States and Canada." <i>American Indian Quarterly</i>, 36(2), 119-149. [25 pages] <p><u>Australia:</u></p> <ul style="list-style-type: none"> Martinez, Julia. (1997). "Problematizing Aboriginal Nationalism." <i>Aboriginal History</i>, 21(1), 133-147. [14 pages] <p><u>Canada:</u></p> <ul style="list-style-type: none"> Simpson, Audra. (2006). "Paths toward a Mohawk Nation: Narratives of Citizenship and Nationhood in Kahnawake." In Roger Maaka & Chris Andersen (Eds.), <i>The Indigenous Experience: Global Perspectives</i> (pp. 174-188). Toronto: Canadian Scholars' Press. [13 pages]
#4	July 16	Treaty & Title [70-79 pages]	<ul style="list-style-type: none"> Schulte-Tenckhoff, Isabelle. (1998). "Reassessing the Paradigm of Domestication: The Problematic of Indigenous Treaties." <i>Review of Constitutional Studies</i>, 4(2), 239-289. [41 pages] Seed, Patricia. (2007). "Three Treaty Nations Compared: Economic and Political Consequences for Indigenous People in Canada, the United States, and New Zealand." <i>Canadian Review of Comparative Literature</i>, 34(1), 17-32. [15 pages] 	<p><u>Aotearoa:</u></p> <ul style="list-style-type: none"> Jones, Carwyn. (2013). "Tāwhaki and Te Tiriti: A Principled Approach to the Constitutional Future of the Treaty of Waitangi." <i>New Zealand Universities Law Review</i>, 25(1), 703-717. [14 pages] <p><u>America:</u></p> <ul style="list-style-type: none"> Wiessner, Siegfried. (1995). "American Indian Treaties and Modern International Law." <i>St. Thomas Law Review</i>, 7, 567-602. [18 pages] <p><u>Australia:</u></p> <ul style="list-style-type: none"> Strelein, Lisa, & Tran, Tran. (2013). "Building Indigenous Governance from Native Title: Moving Away from 'Fitting In' to Creating a Decolonized Space." <i>Review of Constitutional Studies</i>, 18(1), 19-47. [23 pages] <p><u>Canada:</u></p> <ul style="list-style-type: none"> Miller, J. R. (2009). "'Growing Old at the Negotiating Table:' Treaties and Comprehensive Claims, 1975-2008." In <i>Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada</i> (pp. 250-282). Toronto: University of Toronto Press. [27 pages]

Class	Date	Theme	Core Readings (read ALL)	Focal Readings (choose ONE)
#5	July 21	Identity, Membership, and Authenticity [46-65 pages]	<ul style="list-style-type: none"> Eisenberg, Avigail. (2009). "Indigenous Identity Claims: The Perils of Essentialism and Domestication." In <i>Reasons of Identity: A Normative Guide to the Political and Legal Assessment of Identity Claims</i> (pp. 119-138). Oxford & New York: Oxford University Press. [20 pages] Weaver, Hilary N. (2001). "Indigenous Identity: What Is It, and Who Really Has It?" <i>American Indian Quarterly</i>, 25(2), 240-255. [13 pages] 	<p><u>Aotearoa:</u></p> <ul style="list-style-type: none"> Barcham, Manuhua. (2000). "(De)Constructing the Politics of Indigeneity." In Duncan Ivison, Paul Patton, & Will Sanders (Eds.), <i>Political Theory and the Rights of Indigenous Peoples</i> (pp. 137-151). Cambridge: Cambridge University Press. [15 pages] <p><u>America:</u></p> <ul style="list-style-type: none"> Garrouette, Eva Marie. (2003). "What if My Grandma Eats Big Macs?" In <i>Real Indians: Identity and the Survival of Native America</i> (pp. 61-81). Berkeley: University of California Press. [20 pages] <p><u>Australia:</u></p> <ul style="list-style-type: none"> Maddison, Sarah. (2013). "Indigenous Identity, 'Authenticity' and the Structural Violence of Settler Colonialism." <i>Identities</i>, 20(3), 288-303. [13 pages] <p><u>Canada:</u></p> <ul style="list-style-type: none"> Palmater, Pamela. (2011). "Band Membership vs. Self-Government Citizenship." In <i>Beyond Blood: Rethinking Indigenous Identity</i> (pp. 143-175). Saskatoon: Purich. [32 pages]
#6	July 23	Indigenous Women [55-64 pages]	<ul style="list-style-type: none"> Kuokkanen, Rauna. (2015). "Indigenous Women's Rights and International Law: Challenges of the UN Declaration on the Rights of Indigenous Peoples." In Damien Short & Corinne Lennox (Eds.), <i>Routledge Handbook of Indigenous Peoples' Rights</i> (pp. 1-18). [12 pages] Napoleon, Val. (2009). "Aboriginal Discourse: Gender, Identity and Community." In Benjamin J. Richardson, Shin Imai, & Kent McNeil (Eds.), <i>Indigenous Peoples and the Law: Comparative and Critical Perspectives</i> (pp. 233-255). Portland: Hart. [22 pages] Stewart-Harawira, Makere. (2007). "Practising Indigenous Feminism: Resistance to Imperialism." In Joyce Green (Ed.), <i>Making Space for Indigenous Feminism</i> (pp. 124-139). Black Point & London: Fernwood. [12 pages] 	<p><u>Aotearoa:</u></p> <ul style="list-style-type: none"> Hoskins, Te Kawehau Clea. (2000). "In the Interests of Māori Women? Discourses of Reclamation." In Alison Jones, Phyllis Herda, & Tamasailau Sua'ali'i-Sauni (Eds.), <i>Bitter Sweet: Indigenous Women in the Pacific</i> (pp. 33-48). Dunedin, N.Z: University of Otago Press. [14 pages] <p><u>America:</u></p> <ul style="list-style-type: none"> Castle, Elizabeth. (2010). "'The Original Gangster': The Life and Times of Red Power Activist Madonna Thunder Hawk." In Dan Berger (Ed.), <i>The Hidden 1970s: Histories of Radicalism</i> (pp. 267-283). New Brunswick: Rutgers University Press. [14 pages] <p><u>Australia:</u></p> <ul style="list-style-type: none"> Toussaint, Sandy, Tonkinson, Myrna, & Trigger, David. (2001). "Gendered Landscapes: The Politics and Processes of Inquiry and Negotiating Interest in Land." In Peggy Brock (Ed.), <i>Words and Silences: Aboriginal Women, Politics and Land</i> (pp. 157-174). Crows Nest: Allen & Unwin. [18 pages] <p><u>Canada:</u></p> <ul style="list-style-type: none"> Sunseri, Lina. (2009). "Moving beyond the Feminist versus Nationalism Dichotomy: An Anti-Colonial Feminist Perspective on Aboriginal Liberation Struggles." In Patricia A. Monture & Patricia D. McGuire (Eds.), <i>First Voices: An Aboriginal Women's Reader</i> (pp. 253-263). Toronto: Inanna Publications and Education. [9 pages]

Class	Date	Theme	Core Readings (read ALL)	Focal Readings (choose ONE)
#7	July 28	Recognition [76-77 pages]	<ul style="list-style-type: none"> Coulthard, Glen. (2014). "The Politics of Recognition in Colonial Contexts." In <i>Red Skin, White Masks: Rejecting the Colonial Politics of Recognition</i> (pp. 25-49). Minneapolis: University of Minnesota Press. [24 pages] Macklem, Patrick. (2008). "Indigenous Recognition in International Law: Theoretical Observations." <i>Michigan Journal of International Law</i>, 30(1), 177-210. [33 pages] 	<p><u>Aotearoa:</u></p> <ul style="list-style-type: none"> Johnson, Jay T. (2008). "Indigeneity's Challenges to the White Settler-State: Creating a Thirdspace for Dynamic Citizenship." <i>Alternatives: Global, Local, Political</i>, 33(1), 29-52. [19 pages] <p><u>America:</u></p> <ul style="list-style-type: none"> Barker, Joanne. (2014). "The Specters of Recognition." In Alyosha Goldstein (Ed.), <i>Formations of United States Colonialism</i> (pp. 33-56). Durham; London: Duke University Press. [20 pages] <p><u>Australia:</u></p> <ul style="list-style-type: none"> O'Neil, Jason. (2014). "Indigenous Constitutional Recognition and the Politics of Distraction." <i>Indigenous Law Bulletin</i>, 8(15), 15-17. [3 pages] <p>AND</p> <ul style="list-style-type: none"> Patrick, Jeremy. (2015). "A Survey of Arguments against the Recognition of Indigenous Persons in the Australian Constitution." Paper presented at the <i>University of Southern Queensland Colloquium on Indigenous Australians and the Constitution</i>, Toowoomba. [16 pages] <p><u>Canada:</u></p> <ul style="list-style-type: none"> Egan, Brian. (2011). "Recognition Politics and Reconciliation Fantasies: Liberal Multiculturalism and the 'Indian Question'." In May Chazan, Lisa Helps, Anna Stanley, & Sonali Thakkar (Eds.), <i>Home and Native Land: Unsettling Multiculturalism in Canada</i> (pp. 123-141). Toronto: Between the Lines. [19 pages]
#8	July 30	Criminal, Custodial, and Carceral Regimes [57-72 pages]	<ul style="list-style-type: none"> Cunneen, Chris. (2014). "Colonial Processes, Indigenous Peoples, and Criminal Justice Systems." In Michael H. Tonry & Sandra M. Bucerius (Eds.), <i>Oxford Handbook of Ethnicity, Crime, and Immigration</i> (pp. 386-407). New York: Oxford University Press. [15 pages] Jacobs, Margaret. (2014). "The Habit of Elimination: Indigenous Child Removal in Settler Colonial Nations in the Twentieth Century." In Andrew Woolford, Jeff Benvenuto, & Alexander Laban Hinton (Eds.), <i>Colonial Genocide in Indigenous North America</i> (pp. 189-207). Durham: Duke University Press. [12 pages] Smith, Andrea. (2012). "The Moral Limits of the Law: Settler Colonialism and the Anti-Violence 	<p><u>Aotearoa:</u></p> <ul style="list-style-type: none"> Sissons, Jeffrey. (2005). "Indigenous Children." In <i>First Peoples: Indigenous Cultures and their Futures</i> (pp. 85-111). London: Reaktion Books. [27 pages] <p><u>America:</u></p> <ul style="list-style-type: none"> Lujan, Carol Chiago, & Adams, Gordon. (2004). "U.S. Colonization of Indian Justice Systems: A Brief History." <i>Wicazo Sa Review</i>, 19(2), 9-23. [13 pages] <p><u>Australia:</u></p> <ul style="list-style-type: none"> Blagg, Harry. (2012). "Re-imagining Youth Justice: Cultural Contestation in the Kimberley Region of Australia since the 1991 Royal Commission into Aboriginal Deaths in Custody." <i>Theoretical Criminology</i>, 16(4), 481-498. [12 pages] <p><u>Canada:</u></p> <ul style="list-style-type: none"> Monture-Okanee, Patricia, & Turpel, Mary Ellen. (2011). "Aboriginal Peoples and Canadian Criminal Law: Rethinking Justice." In Martin John Cannon & Lina Sunseri (Eds.), <i>Racism, Colonialism, and Indigeneity in</i>

Class	Date	Theme	Core Readings (read ALL)	Focal Readings (choose ONE)
			<p>Movement." <i>Settler Colonial Studies</i>, 2(2), 69-88. [18 pages]</p>	<p><i>Canada: A Reader</i> (pp. 242-252). Don Mills: Oxford University Press. [8 pages]</p> <p>AND</p> <ul style="list-style-type: none"> Carrière, Jeannine (Sohki Aski Esquao), & Thomas, Robina (Qwul'sih'yah'maht). (2014). "Indigenous Children and State Care: The Dark Underside of Citizenship." In Lena Dominelli & Mehmoona Moosa-Mitha (Eds.), <i>Reconfiguring Citizenship: Social Exclusion and Diversity within Inclusive Citizenship Practices</i> (pp. 117-126). Farnham & Burlington: Ashgate. [8 pages]
#9	August 4	<p>Sovereignty & Self-Determination [77-91 pages]</p>	<ul style="list-style-type: none"> Imai, Shin. (2009). "Indigenous Self-Determination and the State." In Benjamin J. Richardson, Shin Imai, & Kent McNeil (Eds.), <i>Indigenous Peoples and the Law: Comparative and Critical Perspectives</i> (pp. 285-314). Oxford & Portland: Hart. [29 pages] Porter, Robert B. (2002). "The Meaning of Indigenous Nation Sovereignty" (Symposium on Cultural Sovereignty). <i>Arizona State Law Journal</i>, 34(1), 75-112. [37 pages] 	<p><u>Aotearoa:</u></p> <ul style="list-style-type: none"> Barrett, Jonathan, & Strongman, Luke. (2013). "Sovereignty in Postcolonial Aotearoa New Zealand: Ambiguities, Paradoxes, and Possibilities." <i>PoLAR: Political and Legal Anthropology Review</i>, 36(2), 341-357. [11 pages] <p><u>America:</u></p> <ul style="list-style-type: none"> Barker, Joanne. (2005). "For Whom Sovereignty Matters." In <i>Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination</i> (pp. 1-31). Lincoln: University of Nebraska Press. [25 pages] <p><u>Australia:</u></p> <ul style="list-style-type: none"> Walter, Maggie. (2007). "Indigenous Sovereignty and the Australian State: Relations in a Globalizing Era." In Aileen Moreton-Robinson (Ed.), <i>Sovereign Subjects: Indigenous Sovereignty Matters</i> (pp. 155-167). Crows Nest: Allen & Unwin. [12 pages] <p><u>Canada:</u></p> <ul style="list-style-type: none"> Shadian, Jessica. (2010). "From States to Polities: Reconceptualizing Sovereignty through Inuit Governance." <i>European Journal of International Relations</i>, 16(3), 485-510. [19 pages]
#10	August 6	<p>Neoliberal Capitalism, 'Development,' and Globalization [58-64 pages]</p>	<ul style="list-style-type: none"> Altamirano-Jiménez, Isabel. (2004). "North American First Peoples: Slipping Up into Market Citizenship?" <i>Citizenship Studies</i>, 8(4), 349-365. [14 pages] Barsh, Russel Lawrence. (2008). "Addressing the Trade Consequences of Injustice with Indigenous Peoples." In Henry Minde (Ed.), <i>Indigenous Peoples: Self-Determination, Knowledge, Indigeneity</i> (pp. 237-245). Delft: Eburon. [8 pages] 	<p><u>Aotearoa:</u></p> <ul style="list-style-type: none"> Kelsey, Jane. (2005). "Māori, Te Tiriti, and Globalisation: The Invisible Hand of the Colonial State." In Michael Belgrave, Merata Kawharu, & David V. Williams (Eds.), <i>Waitangi Revisited: Perspectives on the Treaty of Waitangi</i> (pp. 81-102). South Melbourne: Oxford University Press. [18 pages] <p><u>America:</u></p> <ul style="list-style-type: none"> Gupta, Clare. (2014). "Return to Freedom: Anti-GMO Aloha 'Āina Activism on Molokai as an Expression of Place-based Food Sovereignty." <i>Globalizations</i>, doi: 10.1080/14747731.2014.957586. [12 pages]

Class	Date	Theme	Core Readings (read ALL)	Focal Readings (choose ONE)
			<ul style="list-style-type: none"> Harry, Debra. (2011). "Biocolonialism and Indigenous Knowledge in UN Discourse." <i>Griffith Law Review</i>, 20(3), 702-728. [23 pages] 	<p><u>Australia:</u></p> <ul style="list-style-type: none"> Howlett, Catherine. (2010). "Indigenous Agency and Mineral Development: A Cautionary Note." <i>Studies in Political Economy</i> (85), 99-123. [19 pages] <p><u>Canada:</u></p> <ul style="list-style-type: none"> Pasternak, Shiri. (2015). "How Capitalism Will Save Colonialism: The Privatization of Reserve Lands in Canada." <i>Antipode</i>, 47(1), 179-196. [13 pages]
#11	August 11	Transnational Advocacy, Human Rights, and the United Nations [57-69 pages]	<ul style="list-style-type: none"> Kulchyski, Peter. (2011). "Aboriginal Rights are Not Human Rights." <i>Prairie Forum</i>, 36, 33-53. [18 pages] Niezen, Ronald. (2003). "The Origins of the International Movement of Indigenous Peoples." In <i>The Origins of Indigenism: Human Rights and the Politics of Identity</i> (pp. 29-52). Berkeley: University of California Press. [23 pages] 	<p><u>Aotearoa:</u></p> <ul style="list-style-type: none"> Charters, Claire. (2007). "Maori and the United Nations." In Maria Bargh (Ed.), <i>Resistance: An Indigenous Response to Neoliberalism</i> (pp. 147-165). Wellington: Huia. [16 pages] <p><u>America:</u></p> <ul style="list-style-type: none"> Newcomb, Steven T. (2011). "The UN Declaration on the Rights of Indigenous Peoples and the Paradigm of Domination." <i>Griffith Law Review</i>, 20(3), 578-607. [28 pages] <p><u>Australia:</u></p> <ul style="list-style-type: none"> Watson, Irene. (2011). "Aboriginal(ising) International Law and Other Centres of Power." <i>Griffith Law Review</i>, 20(3), 619-640. [19 pages] <p><u>Canada:</u></p> <ul style="list-style-type: none"> Lightfoot, Sheryl R. (2010). "Emerging International Indigenous Rights Norms and 'Over-Compliance' in New Zealand and Canada." <i>Political Science</i>, 62(1), 84-104. [20 pages]
#12	August 13	Surveillance & State Security [48-59 pages]	<ul style="list-style-type: none"> Bargh, Maria. (2008). "Wars of Terra." In Danny Keenan (Ed.), <i>Terror in Our Midst? Searching for Terrorism in Aotearoa New Zealand</i> (pp. 151-163). Wellington: Huia. [10 pages] Rana, Aziz. (2013). "Settler Wars and the National Security State." <i>Settler Colonial Studies</i>, 4(2), 171-175. [4 pages] Wakeham, Pauline. (2012). "Reconciling 'Terror': Managing Indigenous Resistance in the Age of Apology." <i>American Indian Quarterly</i>, 36(1), 1-33. [25 pages] 	<p><u>Aotearoa:</u></p> <ul style="list-style-type: none"> Jackson, Moana. (2008). "The Constancy of Terror." In Danny Keenan (Ed.), <i>Terror in Our Midst? Searching for Terrorism in Aotearoa New Zealand</i> (pp. 1-10). Wellington: Huia. [9 pages] <p><u>America:</u></p> <ul style="list-style-type: none"> Carley, Michael. (1997). "Defining Forms of Successful State Repression of Social Movement Organizations: A Case Study of the FBI's COINTELPRO and the American Indian Movement." <i>Research in Social Movements, Conflicts and Change</i>, 20, 151-176. [20 pages] <p><u>Australia:</u></p> <ul style="list-style-type: none"> Moreton-Robinson, Aileen. (2007). "Writing Off Indigenous Sovereignty: The Discourse of Security and Patriarchal White Sovereignty." In Aileen Moreton-Robinson (Ed.), <i>Sovereign Subjects: Indigenous Sovereignty Matters</i> (pp. 86-102). Crows Nest: Allen & Unwin. [16 pages]

Class	Date	Theme	Core Readings (read ALL)	Focal Readings (choose ONE)
				<p><u>Canada:</u></p> <ul style="list-style-type: none"> Proulx, Craig. (2014). "Colonizing Surveillance: Canada Constructs an Indigenous Terror Threat." <i>Anthropologica</i>, 56(1), 83. [12 pages]
#13	August 18	The Politics of Redress [49-60 pages]	<ul style="list-style-type: none"> Shelton, Dinah. (2008). "Reparations for Indigenous Peoples: The Present Value of Past Wrongs." In Federico Lenzerini (Ed.), <i>Reparations for Indigenous Peoples: International and Comparative Perspectives</i> (pp. 47-72). Oxford: Oxford University Press. [26 pages] Tager, Michael. (2014). "Apologies to Indigenous Peoples in Comparative Perspective." <i>International Indigenous Policy Journal</i>, 5(4), 1-11. [11 pages] 	<p><u>Aotearoa:</u></p> <ul style="list-style-type: none"> Gibbs, Meredith. (2006). "Justice as Reconciliation and Restoring Mana in New Zealand's Treaty of Waitangi Settlement Process." <i>Political Science</i>, 58(2), 15-27. [11 pages] <p><u>America:</u></p> <ul style="list-style-type: none"> Tsosie, Rebecca. (2007). "Acknowledging the Past to Heal the Future: The Role of Reparations for Native Nations." In Jon Miller & Rahul Kumar (Eds.), <i>Reparations: Interdisciplinary Inquiries</i> (pp. 43-68). Oxford: Oxford University Press. [23 pages] <p><u>Australia:</u></p> <ul style="list-style-type: none"> Short, Damien. (2003). "Australian 'Aboriginal' Reconciliation: The Latest Phase in the Colonial Project." <i>Citizenship Studies</i>, 7(3), 291-312. [17 pages] <p><u>Canada:</u></p> <ul style="list-style-type: none"> Million, Dian. (2013). "Trauma, Power, and the Therapeutic: Speaking Psychotherapeutic Narratives in an Era of Indigenous Human Rights." In Jennifer Henderson & Pauline Wakeham (Eds.), <i>Reconciling Canada: Critical Perspectives on the Culture of Redress</i> (pp. 159-177). Toronto: University of Toronto Press. [14 pages]
#14	August 20	Looking Forward [73 pages]	<ul style="list-style-type: none"> King, Thomas. (2012). "What Indians Want." In <i>The Inconvenient Indian: A Curious Account of Native People in North America</i> (pp. 193-214). Toronto: Doubleday Canada. [21 pages] Sharma, Nandita. (2015). "Postcolonial Sovereignty." In Stephanie Nohelani Teves, Andrea Smith, & Michelle H. Raheja (Eds.), <i>Native Studies Keywords</i> (pp. 35-57). Tucson: University of Arizona Press. [19 pages] Tully, James. (2008). "The Negotiation of Reconciliation." In <i>Public Philosophy in a New Key - Volume 1: Democracy and Civic Freedom</i> (pp. 223-256). Cambridge: Cambridge University Press. [33 pages] 	

Class Schedule: Films

Class	Date	Theme	Film
#1	July 7	Introduction	Noyce, Philip (dir.). (2002). <i>Rabbit-Proof Fence</i> . Hanway Films. [part 1]
#2	July 9	Settler Colonialism	Noyce, Philip (dir.). (2002). <i>Rabbit-Proof Fence</i> . Hanway Films. [part 2]
#3	July 14	Nationhood & Nationalism	Obomsawin, Alanis (dir.). (2014). <i>Trick or Treaty</i> . National Film Board of Canada. [part 1]
#4	July 16	Treaty & Title	Obomsawin, Alanis (dir.). (2014). <i>Trick or Treaty</i> . National Film Board of Canada. [part 2]
#5	July 21	Identity, Membership, and Authenticity	Deer, Tracey (dir.). (2008). <i>Club Native</i> . Rezolution Pictures / the National Film Board of Canada.
#6	July 23	Indigenous Women	Welsh, Christine (dir.). (1994). <i>Keepers of the Fire</i> . Omnifilm.
#7	July 28	Recognition	Apted, Michael (dir.). (1992). <i>Incident at Oglala</i> . Spanish Fork Motion Pictures & Wildwood Enterprises. [part 1]
#8	July 30	Criminal, Custodial, and Carceral Regimes	Apted, Michael (dir.). (1992). <i>Incident at Oglala</i> . Spanish Fork Motion Pictures & Wildwood Enterprises. [part 2]
#9	August 4	Sovereignty & Self-Determination	Spitz, Jeff (dir.). (2000). <i>Return of Navajo Boy</i> . Groundswell Educational Films.
#10	August 6	Neoliberal Capitalism, 'Development,' and Globalization	Towfighnia, Suree (dir.). (2006). <i>Standing Silent Nation</i> . Prairie Dust Films.
#11	August 11	Transnational Advocacy, Human Rights, and the United Nations	King-Jones, Abi & Errol Wright (dir.). (2011). <i>Operation 8: Deep in the Forest</i> . CutCutCut Films. [part 1]
#12	August 13	Surveillance & State Security	King-Jones, Abi & Errol Wright (dir.). (2011). <i>Operation 8: Deep in the Forest</i> . CutCutCut Films. [part 2]
#13	August 18	The Politics of Redress	Graham, Trevor (dir.). (1998). <i>Mabo: Life of an Island Man</i> . Icarus Films. [part 1]
#14	August 20	Looking Forward	Graham, Trevor (dir.). (1998). <i>Mabo: Life of an Island Man</i> . Icarus Films. [part 2]