Instructor: Adam Gaudry, Ph.D.
Office: 11-26 Tory
Telephone: 780-492-0032
E-mail: adam.gaudry@ualberta.ca

Time: MWF 11:00-11:50am
Place: T B 90
Office Hours: Monday 12:00-1:00pm, or by appointment

Course Pre-requisite: One of POL S 224, 225 (or 220) or consent of department

Course Description:
This course will familiarize students with the basic historical and political effects of colonialism and political resistance in what is now called Canada. It will begin with an overview of early Indigenous political practices, as well as the engagement of Indigenous governance with the political institutions of newcomer societies. It will then analyze the shift from a relationship between free peoples and political equals towards the “internalized” settler colonial regime that typifies Canada today. This course situates its analysis in the point of view of the Indigenous
peoples of North America, examining attempts to resolve the long-standing colonial contradictions of Canada-Indigenous relations, and assessing Canada's attempts to end this relationship through the assimilation and statist "accommodation" of Indigenous peoples.

Course Objectives:

1) Students will learn to think critically about the political history of Indigenous-Canada relations over the past three centuries.
2) Writing assignments and the major research paper will assist in the development of critical writing skills.
3) Students will use their research skills to demonstrate comprehensive knowledge of a specific example of colonialism and self-determination and its affects.

Texts:
All readings are available on the course eClass site.

Grade Distribution:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Value (%)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Writing Assignments (4)</td>
<td>20% (5% ea)</td>
<td>Each Wednesday of Assigned Week</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Research Paper</td>
<td>35%</td>
<td>December 7</td>
</tr>
<tr>
<td>Take-Home Exam</td>
<td>30%</td>
<td>Exam Period</td>
</tr>
</tbody>
</table>

Explanatory Notes on Assignments:

Weekly Assignments — For any four of the 13 weeks of the course, students will submit a three-page paper that contains a 1.5-page summary/synthesis and 1.5-page analysis of the week's readings. Each paper will receive a mark out of four for its quality of summary, analysis, and critical examination. Students should focus their summary and analysis on the week's themes. These weekly assignments are due at the beginning of each class that the reading is assigned. Late papers will not be accepted and students are not allowed hand in papers past the date the Wednesday of the week they were covered in class, (except with a note from a healthcare professional). Weekly assignments total 20% of the student's final mark. This is an easy way to boost your mark, simply by doing the readings each week.

Participation — Students will receive participation marks based on the quality of their contribution to class discussion. As this is a seminar course, much of the in-class learning will occur through dialogue. On-going participation of each student will greatly enrich the learning experience of us all. It is expected that each student will come to class prepared to discuss the week's readings, and to remain engaged for the entire class period. Students who do this, and contribute insightful and meaningful thoughts to the seminar will receive top marks, students who do not contribute will not. If a student does not feel comfortable with sharing their ideas, the instructor will also accept a written contribution or a thorough discussion during office hours in lieu of in-class participation. (Since attendance is a basic requirement for this course, no marks will be given for simple attendance). Participation is worth 15% of the student's final grade.
The criteria for assessing meaningful participation will be as follows:

A- to A+: Contribute frequently and appropriately; demonstrate critical understanding of assigned reading; apply relevant material from readings and discussions to the issue; build on the comments of others; make integrative statements;

B- to B+: Contribute regularly; demonstrate understanding of main points of reading; occasionally employs relevant materials from readings and discussions to the issue; offers observations but does not integrate or build on the contributions of other students;

C- to C+: Contribute a few times; demonstrate having read assigned material; employed some theory in understanding issues; made statements unconnected to main subject or repeated comments already offered;

D: Was present but contributed minimally to discussion; little demonstration of having read or carefully read assignment; offered comments which did not advance discussion of the issues.

Research Paper - Students will write an 8- to 10-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 politics in Canadian context not covered in-depth by the course. For example, students may choose to examine what social service provision would look like in the context of a treaty-federalist relationship, or one could re-examine Treaty 6's education agreement from a Cree perspective. 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. Students must also include at least five sources from outside of the course readings, and in addition to the five sources used for the proposal. The final paper is worth 35% of the student’s final grade.

**Research Papers are due at 11:55 pm on Dec 7, 2016.**

Take-Home Exam – In lieu of a traditional proctored exam at the end of term, students will be issued a 48-hour take-home exam assignment. During the exam period students will access an exam question at noon on the course eClass site and will have two full days to deposit an electronic copy of the exam on the course eClass site. This exam will contain two exam questions, of which students will choose one, and write a 6-8 page paper on that question. Students are expected to draw on the many different readings used in the course and examine the unifying themes of the class. It is not expected that students should consult outside sources, but rather critically reflect on the themes of the course. The final take-home exam will comprise 30% of the student’s final mark.

Student Conduct in Class
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 it for their entire lives. Students should appreciate that there are a diverse range of experiences represented in this class and that their experiences may differ. Practicing respectful engagement is a course requirement 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, among other things, combating a system of oppression and marginalization, we must all work to avoid reproducing the practices of silencing and dismissal that make colonialism possible.

**Academic Integrity**

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/Code ofStudentBehaviour.aspx](http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/Code ofStudentBehaviour.aspx)) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

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 amount of time and effort put into their work by members of this class, any kind of cheating is unfair to all of us, and will therefore result in the harshest sanctions available.

**Examples of Plagiarism**

1) The use of material received or purchased from another person or prepared by any person other than the individual claiming to be the author.
2) The verbatim use of oral or written material without adequate attribution.
3) The paraphrasing of oral or written material of other persons without adequate attribution.

**Learning and working environment**

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 it for their entire lives. Students should appreciate that there are a diverse range of experiences represented in this class and that their experiences may differ. Practicing respectful engagement is a course requirement, 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, among other things, combating a system of oppression and marginalization, we must all work to avoid reproducing the practices of silencing and dismissal that make colonialism possible.

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.
Academic Honesty:
All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

Recording of Lectures:
Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Attendance, Absences, and Missed Grade Components:
Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the Calendar regarding Attendance and Examinations sections of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Policy for Late Assignments:
Late assignments will be docked 10% for each day they are late. All assignments are due at the beginning of the specified class, unless otherwise noted. Late weekly writing assignments will not be accepted. Only a letter from a recognized health professional, detailing why a student was unable to complete the assignment on time, will exempt students from late penalties.

Student Accessibility Services:
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not
already registered with **Student Accessibility Services**, contact their office immediately (1-80 SUB; Email [sasrec@ualberta.ca](mailto:sasrec@ualberta.ca); Email; phone 780-492-3381).

**Grading:**
Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point</th>
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<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Satisfactory</strong></td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td><strong>Minimal Pass</strong></td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Failure</strong></td>
<td>F</td>
<td>0</td>
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NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS

Amendments to the Code of Student Behavior occur throughout the year. For the most recent version of the Code, visit www.governance.ucb.edu.
**PROVOST AND VICE-PRESIDENT (ACADEMIC)**

**DR. STEVEN DEW**

**CHAIR, CAMPUS LAW REVIEW COMMITTEE**

**PROFESSOR STEVEN PENNEY**

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**PROCEDURE**

The Campus Law Review Committee is a standing committee of General Faculty Council (GFC) responsible for the review of the code of student behavior and student discipline.

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**FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM**

**EXCERPTS FROM THE CODE OF STUDENT BEHAVIOR**

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<table>
<thead>
<tr>
<th>Possible Sanctions</th>
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<tbody>
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Update: 7/08/2015