Course Information

Course Description
Many 3rd-year courses offer a wide range of learning activities. Some have a traditional lecture, midterm, essay, final exam structure. Others involve discussion in class, dedicated discussion sections, group projects, writing-intensive learning, simulations of political negotiations, community and international service learning, applied political research, learning in the field. This course uses a combination of these activities.

As a survey course, POLS 3102 provides students with an overview of the socio-political and cultural context of Aboriginal societies and their place in the institutions and role in the development of the Canadian nation. It explores issues of citizenship and identity and highlights the importance of material and social relations among Aboriginal people in Canadian society. Finally, it contemplates the dynamics causing change amongst Aboriginal groups, both domestically and internationally. In addition to these themes, the course strives to answer the following questions:

1. Who are Canada’s “Aboriginal” peoples?
2. What are the political, economic and cultural implications of self-government, land claims and treaty negotiations?
3. What is the role of the state in transforming the lives of Aboriginal peoples?
4. What are the driving forces promoting or impeding Aboriginal “transformation”?

Required Texts
**Recommended Texts**


**Course Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Mid-term Test</td>
<td>20%</td>
<td>20 October</td>
</tr>
<tr>
<td>Simulation</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Research Paper Proposal</td>
<td>10%</td>
<td>10 November</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
<td>8 December</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**All course information and any changes to the course program or syllabus will be communicated to you and posted on the course moodle website. Please check your YORK email regularly for updates.**

**Learning Objectives:**
1. Develop an understanding of who Canada’s Aboriginal people are and the key issues they face
2. Develop critical thinking skills and writing skills
3. Enhance communication skills through class and seminar discussions
4. Develop and present a research proposal/paper through independent written work

**Course Assignments and Evaluation**

**Participation**
A lecture-style format, participation is also a required expectation of successful performance in the course. Students are expected to have completed the required readings and to demonstrate that familiarity through class discussion. The instructor will test student familiarity with key concepts and terms each week by calling on students randomly. If a student misses a class they can submit a 1-2 page review and critical analysis of the readings to receive the weekly participation grade.
Mid-Term Test
The test is designed to test you on your knowledge and grasp of key terms, concepts and events that are necessary and set the foundation for the second half of the course.

Simulation
Students will be assigned to a team and will be required to work with that team to prepare for their simulation – either land claims or self-government. The mark for this assignment will be determined by preparation and participation. Students are required to prepare a 2-3 page team position paper that outlines the team’s opening statement for the simulation – DUE in class 3 November. To assess their participation, each student will be asked to provide (due the day of the simulation) a short summary identifying the work they contributed to the group as well as that of their fellow team members. In addition, they will be evaluated based on their participation during the actual simulation. Note: you can find the actual evaluation form at the end of this syllabus.

Final Paper
In the research essay students are expected to critically engage different views to answer the question: Are land claims (and/or) self-government decolonizing tools? (in other words, do they improve or transform the colonial relationship between the state-First Nations and corporations). In a 10-15 page essay, students will develop their own argument through an informed and balanced analysis of the existing debates on the subject. Students should rely extensively on scholarly sources like journal articles and academic books and use popular sources like newspapers sparingly.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8- Sept</td>
<td>Introduction: Who is Aboriginal?</td>
</tr>
<tr>
<td>Week 2</td>
<td>15- Sept</td>
<td>Globalization, Capitalism, and Colonialism I</td>
</tr>
<tr>
<td>Week 3</td>
<td>22-Sept</td>
<td>Globalization, Capitalism, and Colonialism II</td>
</tr>
<tr>
<td>Week 4</td>
<td>29- Sept</td>
<td>Constitutional Development and Citizenship</td>
</tr>
<tr>
<td>Week 5</td>
<td>6-Oct</td>
<td>Treaties and Land Claims</td>
</tr>
<tr>
<td>Week 6</td>
<td>13- Oct</td>
<td>NO CLASS – Thanksgiving Monday</td>
</tr>
<tr>
<td>Week 7</td>
<td>20-Oct</td>
<td>Metis and Inuit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Class Test</td>
</tr>
<tr>
<td>Week 8</td>
<td>27-Oct</td>
<td>Self-Government I: Politics and Policies</td>
</tr>
<tr>
<td>Week 9</td>
<td>3-Nov</td>
<td>Self-Government II: Economics and Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Simulation papers due</td>
</tr>
<tr>
<td>Week 10</td>
<td>10-Nov</td>
<td>Self-Government III: Health and Justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research paper: Proposal Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>17-Nov</td>
<td>Simulation</td>
</tr>
<tr>
<td>Week 12</td>
<td>24-Nov</td>
<td>Canada in Comparative Perspective: I United States, Mexico</td>
</tr>
<tr>
<td>Week 13</td>
<td>1-Dec</td>
<td>Canada in Comparative Perspective II: New Zealand and Australia</td>
</tr>
</tbody>
</table>
Course Policies

Academic Integrity
The university takes very seriously infractions of academic integrity, including plagiarism, impersonation and cheating on exams. York’s policies on plagiarism can be found at: http://www.yorku.ca/tutorial/academic_integrity. Students who are in doubt as to what constitutes plagiarism in a particular instance should consult with their TA or professor. For additional insight on the issue, see Margaret Proctor’s “How Not To Plagiarize,” available at http://www.utoronto.ca/writing/plagsep.html.

Late penalty
There will be a late penalty of 5% per day on all late papers (including weekends). All late papers must be dropped off in the drop box for the course located opposite the departmental office (South Ross, 6th floor). Papers will not be accepted via email or fax. Under no circumstances should papers ever be slid under office doors.

If a student falls ill, they MUST contact the instructor AND tutorial leader as soon as possible to avoid incurring late penalties. Papers simply submitted after the due date with a medical certificate attached, are NOT acceptable. Consideration for late submission must be obtained from the tutorial leader. The final decision regarding appeals and late penalties rests with the professor.

www.yorku.ca/grads/forms/NEW/attending_physician_statement.pdf

Special Needs
Students who encounter extenuating circumstances during the term that may interfere with their successful completion of exams or other course assignments should discuss the matter with their tutorial leader or course instructor as soon as possible. Students with physical, psychiatric or learning disabilities may request reasonable accommodations in teaching style or evaluation methods, as outlined in Appendix A the Senate Policy on Students with Special Needs. They should advise the director at the earliest opportunity, so that appropriate arrangements may be with the assistance of the Office for Persons with Disabilities, the Counseling Development Centre or the Learning Disabilities Program.

Electronic Devices
The use of electronic devices- i.e. cell phones, laptop computers, cameras, etc. – is restricted to lecture-purposes only. While convenient, such devices can be distracting and impair the learning environment, not just for the immediate user but also for those around them. While some students take notes on a computer others are engaged in texting, updating Facebook or using other social media. As every student must commit to giving the course and its material their total attention, the use of electronic devices is restricted and may be denied if used for inappropriate (re: not classroom) purposes.
Lecture/Reading Schedule

Wk 1. 8-Sept  Introduction
Belanger 1 and Preface

Wk 2. 15-Sept  Globalization I: Capitalism and Colonialism
Belanger 9: Political Organizing in Canada

Wk 3. 22-Sept  Globalization II: Corporations and First Nations
Belanger 2: The Land and Indigenous Political Economy

Wk 4. 29-Sept  Constitutional Development and Citizenship
Belanger 5: The Indian Act and Indian Affairs in Canada
**Wk 5.**  6-Oct  Modern Treaties and Land Claims

Belanger 4: Treaties


---

**Wk 6.**  13-Oct  No Class – Co Curricular Week

---

**Wk 7.**  20-Oct  Inuit and Metis Nationalism(s)

Belanger 6: The Metis and Inuit


---

**Wk 8.**  27-Oct  Self-Government I: Politics and Policies

Belanger 10: Self-Government.


Wk 9.  3-Nov Self-Government II: Economics and Education

Belanger 11: Economic Development


NOTE: LAST DATE TO DROP F COURSES WITHOUT RECEIVING A GRADE IS 11 NOV

Wk 10.  10-Nov Self-Government III: Health Care and Justice

Belanger 9: Native People and the Justice System in Canada

Belanger 12: Health and Well Being in Canada


Wk 11.  17-Nov In Class Simulations

Wk 12.  24-Nov Canada in Comparative Perspective


Wk 13.  1-Dec  Canada in Comparative Perspective II: Australia and New Zealand


ABORIGINAL POLITICS

SIMULATIONS: COMPREHENSIVE LAND CLAIMS AND SELF-GOVERNMENT

We will use simulations to explore two important topics in this course: land claims and self-government. The purpose of these simulations is to help you appreciate

1. what is at stake in these two issues and
2. the interaction of agendas and political/economic/social resources that shape settlements/agreements (or prevent the reaching of agreements) when governments and Aboriginal peoples negotiate these issues

The simulations will take place during class (see course syllabus for dates). Please note: the land claims simulation should NOT consider or discuss questions of First Nations self-government to keep the topic manageable and because governance will be the subject of a second simulation.

Each student will play a role in one or the other of the simulations. You will form part of the team that is representing and negotiating on behalf of

(a) A First Nation
(b) The Government of Canada
(c) A province or territory

NOTE: the simulations involve hypothetical First Nations occupying hypothetical areas of land. It is not relevant, therefore, to include particular amounts of land and money in the statement for the land claims simulation. You should, instead, focus on the reasoning to be used in deciding how much land or money to claim or offer in response to a claim.

Your responsibilities include:

1) researching the goals of the negotiating party you represent
2) preparing an opening public negotiating statement that is to be submitted to me. This statement, which should be no longer than three (3) pages, is the first move in the simulation. It sets out:
   a. in the order of priority that you give them, the specific provisions of the land claim settlement or self-government agreement that you believe best advances the interests of the party for whom you are negotiating and that are reasonable in the overall context of the negotiation.
b. It also provides the rationale that is intended to persuade the other parties of the reasonableness of what the negotiating statement seeks.

3) during the simulation:
   a. briefly introduce your bargaining position (this should not take any longer than 5 minutes as your opening statements will be duplicated and distributed to the class prior to the simulation)
   b. negotiate to resolve the differences among the positions to produce an agreement as favorable as possible to your group. This may involve:
      i. critiquing the positions of the other negotiating teams
      ii. responding to critiques of your own positions
      iii. seeking compromises or tradeoffs in order to achieve your goals for your team

4) following the simulation: there will be discussion in the following class in which teams will explain the reasoning for the positions they took during the simulation.

SIMULATION DAY:
Opening statements will occupy the first 15 minutes of the session. What happens thereafter is the essence of negotiations. There are no rules as to who speaks first and who next. Each team should develop a strategy that seems likely to cause the others to agree with its positions, starting with the issue that is most important for that team, or to build some consensus among the various teams’ positions that will meet its basic goals. Thus participating in the simulation involves both understanding your goals, and developing and implementing strategies for pursuing them. The measure of your success will be how much better off your group is after the negotiation than it was before.

NOTE: I am happy to meet with negotiating teams prior to the simulations to offer comments on preparations and concerns.

THE AUDIENCE:
These will be highly simplified simulations, almost role-playing exercises. In more elaborate simulations, the internal logic of the game guides the players by providing evidence about how realistically they are playing their roles. For examples, students playing the roles of politicians may find that their support in public opinion polls rises if they have worked effectively, or students playing public interest groups might lose donations if they make mistakes. Because this simulation lacks this feedback feature, all of the non-players should be prepared to take its place. You should observe the process closely and intervene from time to time with questions that will help the players to think about the consequences of their strategies and to find other, perhaps more effective, moves. During the simulations, you should also jot down questions and comments to direct the participants during the discussion of each simulation that will take place in the subsequent class.
As with all your class sessions, you will prepare for the simulations by reading the assigned items in advance. You should also sample the flavour of a modern claims settlement by scanning the text of the Nisga’a agreement or the reality of a self-government agreement by scanning the text of the Vuntut Gwitchin agreement, for instance. Participants will obviously need to prepare more intensively.

**Please note: your fellow students may be playing roles in the simulation that may require them to advocate positions that they do not personally support. Therefore, please do not attribute to them or judge them by the arguments they are making while playing their roles.**

**GRADING:**

Simulation = 30%

It is difficult to grade group projects because the group’s final product will probably not reveal possible differences in the quality of the contributions of the various members of the group. Both possible responses to this problem – giving all members the same grade or differentiating among them - pose risks of unfairness. To minimize this risk, my grading approach will be to grade based on the following criteria:

1) Group position papers provided prior to simulation
2) Participation of students during simulation and in the follow up discussion
3) A short paragraph that each group member will write, to be handed in on the day of simulation, describing
   i. His/her contribution to the group preparation for simulation
   ii. Overall division of labour among the members groups
Useful Information

A. EMAIL

What is the professor's email address?
NO queries pertaining to class material, assignments or exams will be addressed via email. Students are ENCOURAGED to drop by and visit the professor during regularly scheduled office hours or to make an appointment.

B. ESSAYS

Where do I hand in assignments?
Papers are due IN CLASS unless otherwise specified in the course syllabus or directed by the professor.
Any paper handed in after class will be considered late.

What if I hand the paper in late?
Unless a student provides medical documentation there will be a late penalty of 5% per day on all late papers (including weekends) UNLESS other arrangements have been made PRIOR to the deadline and authorized by the professor.

All late papers must be dropped off in the drop box for the course located opposite the departmental office (South Ross, 6th floor).

Papers will not be accepted via email or fax – so do NOT send any papers via email or fax.

What if I need an extension?
NO extensions will be granted UNLESS there are extenuating and important medical grounds that exist and are substantiated with the provision of a medical certificate. Please see the professor PRIOR to the due date for this kind of consideration. Students are expected to organize their time appropriately to ensure deadlines are met.

What if I am unhappy about the grade I receive on a paper?
If you feel that the mark you received does not reflect the quality of your work you must arrange to meet with the professor to discuss your concerns. Students that wish a reread and/or remark must submit a 1 page letter explaining the students concerns and addressing the comments provided on the paper. Please note that grades may be raised OR lowered in a reread.

What if my computer loses my essay or doesn’t print?
It is your responsibility to safeguard yourself against computer or printer failures. The easiest way to do this is to backup your work onto an external disk on a regular basis. This step will protect against hard disk crashes or general computer failures, and will make it easy to transfer your file to another computer
should your printer fail. Computer failures, hard disk crashes, and printer breakdowns will not be accepted as valid excuses for late essays.

C: TESTS

What if I miss the test?
There will be only one make-up test scheduled and students are REQUIRED to get PERMISSION from the professor to write.

What if I get sick?
To qualify to write a makeup test, you must contact the instructor within 72 hours or 3 days of the exam AND a UNIVERSITY medical note must be provided. YOU NEED TO HAVE YOUR DOCTOR FILL OUT THE YORK UNIVERSITY ATTENDING PHYSICIAN STATEMENT WHICH CAN BE FOUND AT:

www.yorku.ca/grads/forms/NEW/attending_physician_statement.pdf

THIS FORM SHOULD THEN BE PRESENTED TO THE PROFESSOR AT THE EARLIEST POSSIBLE OPPORTUNITY (i.e. consider having a friend or relative drop it off to the Professor at the Department of Political Science Office on campus).

Any student who fails to contact the professor or provide a medical note within this period will not be considered eligible to write the make-up exam – so do not wait longer than 3 days before notifying us!

No make-up consideration will be given to students whose travel/holiday plans conflict with tests. It is the responsibility of the student to ensure they are free and available to write the test during the scheduled time.

D: COMMUNITY

How do I find out about political science events?

All Political Science majors should subscribe to the Departmental E-mail list that will post announcements about job opportunities, special events, career information and scholarships and awards. To subscribe, follow the instructions on the Department website at; www.arts.yorku.ca/politics, click on Undergraduate Studies, and follow the instructions to: JOIN POLS ANNOUNCE.

For more information students should consult the following web links:

http://www.yorku.ca/yorkweb/currentstudents/coursesandenrolment/index.html

http://www.registrar.yorku.ca/services/petitions/freq.html
ESSAY/RESEARCH PAPER STYLE SHEET

INTRODUCTION: 1 pg

Introduction: Introduce topic

Question:

Thesis: This paper will argue THAT _________ BECAUSE ...........

Map: To prove this, this paper will consider (a) (b) and (c)

BODY:

Part I: A: POLITICS 2 pgs

Intro
Body
Conclusion

Part II: B: ECONOMICS 2 pgs

Intro
Body
Conclusion

Part III: C: SOCIAL 2 pgs

Intro
Body
Conclusion

CONCLUSION: 1 pgs

- summarize key points and conclude argument

TOTAL PAGE COUNT: 8 pgs
Simulation Evaluation

Name of student: __________________________________________

Role in simulation:  GOVERNMENT   PROVINCE   FIRST NATION

<table>
<thead>
<tr>
<th>Category</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Position Paper</td>
<td>/10</td>
</tr>
<tr>
<td>Simulation Participation</td>
<td>/10</td>
</tr>
<tr>
<td>Simulation Write-Up</td>
<td>/10</td>
</tr>
</tbody>
</table>

TOTAL:  /30

Grade:

Letter Grade:

COMMENTS: