

## **POLS 222.3 (02): Indigenous Governance and Politics**

**MWF 11:30-12:20 pm, Arts 200**

**Instructor: Kathy Walker**

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**Office hours:** Wednesday 12:30-2:30 pm, or by appointment

### **Catalogue Description**

An analysis of existing and emerging systems of Indigenous governance and politics at the local, regional, provincial and national levels in Canada.

**Prerequisite(s):** Any two of IS 110, POLS 111, POLS 112; or INDG 107; or 60 credit units at university level.

### **Territorial Acknowledgement**

*As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another.*

### **Learning Outcomes**

By the completion of this course, students will be expected to:

1. Examine theoretical and practical ideas and approaches to Indigenous government and politics.
2. Compare Indigenous and non-Indigenous concepts related to the historical relationship between Indigenous and non-Indigenous peoples in Canada.
3. Examine intergovernmental arrangements between the federal, provincial and Indigenous levels of governments in Canada.
4. Explain historical Indigenous political issues and policies as they relate to contemporary governance issues.
5. Explore contemporary First Nations, Métis, and Inuit challenges in Canada.

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [http://www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

### **Course Overview**

This course offers students an overview of historical and contemporary relationships, challenges and ongoing issues in Indigenous governance and politics. Its focus is threefold: first, to introduce and explore elements of Indigenous governance and politics in pre-colonial and settler colonial contexts, primarily in relation to the Canadian state; secondly, to explore the conceptual and theoretical themes of decolonization, resurgence and reconciliation and their relationship to Indigenous self-determination and self-governance; and thirdly, to better understand the relationships among Indigenous and Canadian legal and political orders.

In addition to these conceptual and theoretical themes, the course has a hands-on practical component:<sup>1</sup> The *Canadian Political Science Association (CPSA) Reconciliation Committee* views the Truth and Reconciliation Commission’s 94 calls to action as a good program of action “to turn things around and make things right.” The Government of Canada has also committed to implementing all of the TRC recommendations. The CPSA Reconciliation Commission views the communication of research findings on reconciliation and in particular research tracking the responses to the 94 calls for action as an important basis of collective knowledge about reconciliation in the discipline.

To contribute to the Canadian Political Science Association’s Reconciliation project, “Monitoring Progress on the Road to Reconciliation”<sup>2</sup> students will prepare original research papers on the degree to which **Indigenous, municipal, provincial, territorial and federal governments** have responded to the TRC Calls to Action. A complete list of the Calls to Action can be found here: [http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf). Specifically, each student will choose a specific level of government or jurisdiction and a specific TRC Call to Action as the topic of their final research project for the course.

### Class Schedule

Date	Topic	Required Readings
Jan 6	What is Indigenous Governance and politics?	Ladner, K. 2006. “Indigenous Governance: Questioning the Status and the Possibilities for Reconciliation with Canada's Commitment to Aboriginal and Treaty Rights,” <i>Research Paper for the National Centre for First Nations Governance</i> <a href="http://www.fngovernance.org/ncfng_research/kiera_ladner.pdf">http://www.fngovernance.org/ncfng_research/kiera_ladner.pdf</a>
Jan 8-10	The Politics of Indigenous Identity	Bernhardt, N. S., & Pin, L. G. (2018). “Engaging with Identity Politics In Canadian Political Science,” <i>Canadian Journal of Political Science</i> , 51(4), 771-794. (pdf. in Blackboard).

<sup>1</sup> Please note this assignment is adapted from a course syllabus designed by Melissa Williams, Department of Political Science, University of Toronto.

<sup>2</sup> For further information on the CPSA’s Reconciliation Initiatives, see <https://www.cpsa-acsp.ca/committee.php>.

		<p>Cardinal, H. (2007). "Nation-Building as Process: Reflections of a Nihiyow (Cree)," pp. 65-77 in DePasquale, P. (ed.), <i>Natives &amp; Settlers, Now &amp; Then : Historical Issues And Current Perspectives On Treaties And Land Claims In Canada</i>. (pdf. in Blackboard).</p> <p><b>Recommended</b></p> <p>Daniels-Fiss, B. (2008). "Learning to Be A Nêhiyaw (Cree) Through Language," <i>Diaspora, Indigenous, and Minority Education</i> 2.3 (2008): 233-45. (pdf. in Blackboard).</p> <p>Wilson, A. (2015). "Our Coming In Stories: Cree Identity, Body Sovereignty and Gender Self- Determination," <i>Journal of Global Indigeneity</i>, vol. 1:1. pp. 1-7. (only 7 pages)  <a href="http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1011&amp;context=jgi">http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1011&amp;context=jgi</a></p>
Jan 13-17	Pre-colonial / Colonial/ Decolonial Indigenous Governance	<p>Ladner, K. (2007). "Aysaka'paykinit: Contesting the rope around the nations' neck," in M. Smith (ed) <i>Group Politics and Social Movements in Canada</i>, (University of Toronto Press), pp. 227-250. (pdf. in Blackboard)</p> <p>Alfred, T. &amp; Corntassel, J. (2005). "Being indigenous: Resurgences against Contemporary Colonialism", <i>Government and Opposition</i> 40 (4) (2005): 597-614 -  <a href="http://www.corntassel.net/being_indigenous.pdf">http://www.corntassel.net/being_indigenous.pdf</a></p> <p>McLean, S. 2018. "We Built A Life From Nothing: White Settler Colonialism and the Myth Of Meritocracy," <i>Policy Alternatives</i>, Fall/Winter 2018, p. 32-33.  <a href="https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2017/12/McLean.pdf">https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2017/12/McLean.pdf</a></p> <p><b>Recommended</b></p> <p>Borrows, J. (2016). "Introduction," in <i>Freedom and Indigenous Constitutionalism</i> (University of Toronto Press) (available in-print and online through Usask Library).</p>
Jan. 20-24	Reconciliation & Resurgence	<p>Asch, M., Borrows, J., &amp; Tully, J. eds. (2018). "Introduction," in <i>Resurgence And Reconciliation: Indigenous-Settler Relations and Earth Teachings</i>. (Toronto: University of Toronto Press) (available in-print and online through Usask Library).</p> <p>Alfred, T. (2018). "Don't Just Resist. Return to Who You Are," <i>Yes Magazine</i> -  <a href="https://www.yesmagazine.org/issue/decolonize/2018/04/09/dont-just-resist-return-to-who-you-are/">https://www.yesmagazine.org/issue/decolonize/2018/04/09/dont-just-resist-return-to-who-you-are/</a></p>

		<p><b>Recommended</b>  Turner, D. 2016. "Indigenous Knowledge and the Reconciliation of Section 35(1)." From <i>Recognition to Reconciliation: Essays on the Constitutional Entrenchment of Aboriginal and Treaty Rights</i>. U of Toronto, Scholarly Division, pp. 164-78. (available in-print and online through Usask Library).</p>
Jan 27-31	Reconciliation - Residential Schools policy & the Truth & Reconciliation Commission	<p>Audio podcast – Red Man Laughing – The Murray Sinclair Keynote - <a href="https://www.redmanlaughing.com/listen/2015/10/red-man-laughing-the-murray-sinclair-keynote">https://www.redmanlaughing.com/listen/2015/10/red-man-laughing-the-murray-sinclair-keynote</a></p> <p>Borrows, J. (2014). “Residential Schools, Respect, And Responsibilities For Past Harms,” <i>University of Toronto Law Journal</i>, 64: 486-504. (pdf. in Blackboard)</p> <p>Regan, P. (2010). <i>Unsettling The Settler Within: Indian Residential Schools And Reconciliation In Canada</i>. p. 1-18. (pdf. in Blackboard)</p> <p><b>Recommended:</b>  MacDonald, D. B. (2015). "Five Reasons the TRC Chose the Words 'cultural Genocide'." <i>The Globe and Mail</i> (Index-only) [Toronto, Ont.] 2015: A.12. Web. (short blog) - <a href="https://www.theglobeandmail.com/opinion/five-reasons-the-trc-chose-cultural-genocide/article25311423/">https://www.theglobeandmail.com/opinion/five-reasons-the-trc-chose-cultural-genocide/article25311423/</a></p> <p>Beyond 94 – Truth and Reconciliation in Canada  <a href="https://newsinteractives.cbc.ca/longform-single/beyond-94?&amp;cta=1">https://newsinteractives.cbc.ca/longform-single/beyond-94?&amp;cta=1</a></p> <p><b>****Critical Reading Response 1 is due Jan. 31****</b></p>
Feb. 3-7	Shifting Discourses? From Cultural Genocide to Genocide	<p>Lightfoot, S. &amp; Macdonald, D. (2019). Yes, Canada Is Guilty of Genocide. Now It’s Time to Act, theyee.ca - <a href="https://theyee.ca/Opinion/2019/06/10/Yes-Canada-Is-Guilty-Genocide-Missing-Women-Inquiry/">https://theyee.ca/Opinion/2019/06/10/Yes-Canada-Is-Guilty-Genocide-Missing-Women-Inquiry/</a> (Short opinion editorial)</p> <p>Macdonald, D. B. (2019). “Chapter 4: The Sixties and Seventies Scoop and the Genocide Convention,” pp. 91-105, in <i>The Sleeping Giant Awakens: Genocide, Indian Residential Schools and the Challenge of Co`nciliation</i>. (Toronto: UofT Press) (pdf. in Blackboard)</p> <p><b>Recommended</b>  Palmater, P. (2014). “Genocide, Indian Policy, and Legislated Elimination of Indians in Canada,” <i>Aboriginal Policy Studies</i> 3 (3): 27-54. (pdf. in Blackboard)</p>

Feb 10- 14	The Indian Act	<p>Borrows, J. 2008. "Seven Generations, Seven Teachings: Ending The Indian Act," Research Paper for the National Centre for First Nations Governance - <a href="http://www.fngovernance.org/resources_docs/7_Generations_7_Teachings.pdf">http://www.fngovernance.org/resources_docs/7_Generations_7_Teachings.pdf</a></p> <p>Abele, F. 2007. "Like an Ill-Fitting Boot: Government, Governance and Management Systems in the Contemporary Indian Act," Research Paper for the National Centre for First Nations Governance - <a href="http://www.fngovernance.org/resources_docs/Analysis_of_Governance_and_Management_Under_the_Indian_Act.pdf">http://www.fngovernance.org/resources_docs/Analysis_of_Governance_and_Management_Under_the_Indian_Act.pdf</a></p> <p><b>Recommended</b></p> <p>Brodsky, G. 2016. "Indian Act Sex Discrimination: Enough Inquiry Already, Just Fix It" <i>Canadian Journal of Women and the Law</i> 28 (2): 314-320. (pdf. in Blackboard)</p> <p>Morden, M. (2016). "Theorizing the resilience of the Indian Act" <i>Canadian Public Administration</i> 59 (1): 113-133. (pdf. in Blackboard)</p> <p><b>****Critical Reading Response 2 is due Feb. 14****</b></p>
Feb. 17-21	Midterm Break	
Feb 24-28	Models of Self-determination & Self-government	<p>Corntassel, J. (2012). "Re-envisioning Resurgence: Indigenous Pathways to Decolonization and Sustainable Self-Determination," <i>Decolonization: Indigeneity, Education &amp; Society</i> 1(1): 86-101. (pdf. in Blackboard)</p> <p>Abele, F. &amp; Prince, M. (2006). "Four Pathways to Aboriginal Self-Government in Canada," <i>American Review of Canadian Studies</i> 36(4): 568-595. (pdf. in Blackboard)</p> <p><b>Recommended</b></p> <p>Tom King (2012). Chapter 8: "What Indians Want," pp. 193-215, in <i>The Inconvenient Indian: A Curious Account of Native People in North America</i> (Anchor Canada)</p> <p>Stark, H. K. (2013). <i>Nenabozho's Smart Berries: Rethinking Tribal Sovereignty and Accountability</i>. Mich. St. L. Rev., 339.</p>
Mar 2-6	Treaty Relations	Ladner, K. (2009). "(RE)creating Good Governance Creating Honourable Governance: Renewing Indigenous Constitutional

		<p>Orders,” Paper Presented at the Annual Conference of the Canadian Political Science Association, Ottawa May 27-29 2009. (pdf. in Blackboard)</p> <p>Tupper, J.A. (2012). “Treaty Education For Ethically Engaged Citizenship: Settler identities, historical consciousness and the need for reconciliation,” <i>Citizenship Teaching and Learning</i> 7 (2): 143-156. (pdf. in Blackboard)</p> <p><b>Recommended:</b>  Venne, S. (1997). “Understanding Treaty 6”, in M. Asch (ed), <i>Aboriginal and treaty Rights in Canada</i>, (Vancouver: UBC Press) pp. 173-207. (pdf. in Blackboard)</p> <p>Borrows, J. (2006). “Ground-Rules: Indigenous Treaties in Canada and New Zealand” <i>22 New Zealand Universities Law Review Journal</i> 18 (2006): 188-212. (pdf. in Blackboard)</p> <p>Cardinal, H. &amp; Hildebrandt, W. 2000. <i>Treaty Elders of Saskatchewan: Our Dream Is That Our Peoples Will One Day Be Clearly Recognized as Nations</i>. (U of Calgary Press). (Available in print through Usask Library)</p> <p style="text-align: center;"><b>****Research Paper Outline is due March 6****</b></p>
Mar 9-13	Métis Self-Determination and Governance	<p>MacDougall, B. (2012). “The Myth of Metis Cultural Ambivalence” in MacDougall, St-Onge and Podruchy,” (eds) <i>Contours of a People: Metis Family, Mobility, and History</i>. Norman, OK: University of Oklahoma Press. (2012) p. 422-464 (pdf. in Blackboard)</p> <p>Sawchuk, J. (2001). “Negotiating an Identity: Metis Political Organizations, the Canadian Government, and Competing Concepts of Aboriginality,” <i>American Indian Quarterly</i>. Vol 25. No. 1 (Winter) pp. 73-92 (pdf. in Blackboard)</p> <p><b>Recommended</b>  Gaudry, A. (2013). “The Métis-ization of Canada: The process of claiming Louis Riel, Métissage, and the Métis people as Canada’s mythical origin,” <i>aboriginal policy studies</i> 2/2 (2013): 64–87.</p>
Mar 16-20	Inuit & Northern Governance	<p>Wilson, G. (2017) “Nunavik and the Multiple Dimensions of Inuit Governance,” <i>American Review of Canadian Studies</i>, 47:2, 148-161. (pdf. in Blackboard)</p>

		<p>Irlbacher-Fox, S. (2009). "Chapter 3: Dehcho Resource Revenue Sharing," in <i>Finding Dahshaa : Self-government, Social Suffering And, Aboriginal Policy in Canada</i>, pp. 55-89. (Vancouver: UBC). (available in-print and online through Usask Library). (Don't worry about the democratic theory or Iris Marion Young content)</p> <p><b>Recommended</b>  Kulchyski, P. (2015) "Trail to Tears: Concerning Modern Treaties in Northern Canada" <i>The Canadian Journal of Native Studies</i>. 35(1) pp. 69-81. (pdf. in Blackboard)</p> <p style="text-align: center;"><b>****Critical Reading Response 3 is due March 20****</b></p>
Mar. 23-27	Section 35 & International Law – Legal Avenues to self-determination	<p>McCrossan, M. &amp; Ladner, K. (2016). "Eliminating Indigenous Jurisdictions: Federalism, the Supreme Court of Canada, and Territorial Rationalities of Power." 49.3 (2016): 411-31. (pdf. in Blackboard).</p> <p>Lightfoot, S. (2016). "Chapter 2: The Declaration on the Rights of Indigenous Peoples: forging structural change," in <i>Global Indigenous Politics: A Subtle Revolution</i> (Abingdon: Routledge), pp: 41-74. (pdf. in Blackboard).</p> <p><b>Recommended</b>  Macklem, P. &amp; Sanderson, D. 2016. "Introduction," in <i>From Recognition to Reconciliation: Essays on the Constitutional Entrenchment of Aboriginal and Treaty Rights</i>. (U of Toronto, Scholarly Division), pp.1-14 (available in-print and online through Usask Library).</p>
Mar. 30-Apr. 3	Land & Indigenous Governace & Politics	<p>LaDuke, W. (1999; 2015). "Buffalo Nations, Buffalo Peoples," in <i>All Our Relations: Native Struggles For Land And Life</i>. (Chicago: Haymarket Books) pp. 150-177. (pdf. in Blackboard).</p> <p>Whyte, K. (2018). White Allies, Let's Be Honest About Decolonization, <i>Yes! Magazine</i> - <a href="https://www.yesmagazine.org/issue/decolonize/2018/04/03/white-allies-lets-be-honest-about-decolonization/">https://www.yesmagazine.org/issue/decolonize/2018/04/03/white-allies-lets-be-honest-about-decolonization/</a></p> <p>Wildcat, M., McDonald, M., Irlbacher-Fox, S. &amp; Coulthard, G. (2014). "Learning from the land: Indigenous land based pedagogy and decolonization," <i>Decolonization, Indigeneity, Education &amp; Society</i> 3:3 - <a href="https://jps.library.utoronto.ca/index.php/des/article/view/22248">https://jps.library.utoronto.ca/index.php/des/article/view/22248</a></p>

Apr 6th Last day of classes	Review	**** <b>Research Paper is due.</b> ****
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*Schedule subject to change at discretion of the professor.*

The last day to drop classes without academic penalty is **March 15, 2020.**

The reading break is February 17 - 21, 2020. There are no classes or office hours during that period.

## CLASS MATERIALS

### Readings/Textbooks

There is no required textbook. All required readings are available for students via the BBLearn course portal, the Usask Library catalogue or via the online links provided in the above class schedule.

## EVALUATION REQUIREMENTS

### Grading Scheme

<b>Critical Reading Responses (3 of them)</b>	30%
<b>Research Paper Outline</b>	10%
<b>Research Paper</b>	30%
<b>Final Exam</b>	30%
<b>Total</b>	100%

### Evaluation Components

Rubrics for each assignment will be posted in Blackboard.

#### Assignment 1: Critical Reading Responses

**Value:** 30% of final grade (10% each)

**Due Date:** Response 1 – Due Jan. 31, 2020 by 11:59 pm

Response 2 – Due Feb. 14, 2020 by 11:59 pm

Response 3 – Due Mar. 20, 2020 by 11:59 pm

**Description:** Three times during the term, each student will prepare a 2-3 page (500-750 word) critical response to one of the week's readings or the audio podcast by Senator Murray Sinclair. Each response will be worth 10 percent of your final mark. You must choose readings from different weeks. Please submit these responses electronically via Blackboard using the 'Evaluations' tab.



Each entry should follow a 3-2-1 format, including:

- The 3 most important points from the article or podcast, briefly explained and summarized (3 paragraphs maximum)
- 2 ideas that arose from the module that you found particularly interesting and why (2 paragraphs maximum)
- 1 way in which this article affects your previous understanding of the issue/theme and/or relates to your personal experience (1 paragraph)

### **Assignment 2: Research Paper Outline**

**Value:** 10% of final grade

**Due Date:** Due March 6, 2020

**Description:** The objective of the research paper outline (500 words) is to ensure that students are on track in developing their research paper. Students will be required to provide a brief description of the paper that identifies: 1) the TRC Call to Action on which they will focus; 2) the government or jurisdiction they will assess (multiple levels may be chosen); 3) a basic and preliminary position on whether government is meeting the TRC Call to Action identified; 4) how they plan to prove or disprove if the government/jurisdiction is meeting this call e.g examine legislation, policy, programs, partnerships, funding, etc.; and 4) generate a preliminary bibliography (4 sources). I will provide students with further details and instructions one week before the paper outline is due.

### **Assignment 3: Research Paper**

**Value:** 30% of final grade

**Due Date:** April 6, 2020

**Description:** The objectives of the research paper are to provide students with the opportunity to: 1) develop basic writing skills; 2) formulate a solid research question; 3) conduct appropriate background research on a selected topic; 4) sharpen critical and analytical writing skills; and 5) relate the course concepts to relevant government policy. The paper may draw on any of the required readings covered in this course. The research paper must be between 8-10 pages (2000-2500 words) (excluding title page and bibliography, double-spaced, 12 pt font, Times New Roman). The research paper is worth 30% of your overall grade. I will provide students with further details and instructions at the beginning of the semester.

### **Final Exam**

**Value:** 30% of final grade

**Date:** As set by University

**Length:** 3 hours

**Type:** Comprehensive and Open book

**Description:** The objective of the final exam is to demonstrate knowledge understanding and application of the various themes, concepts and issues covered in the course. The final exam is therefore comprehensive in nature and will encompass all lectures, readings and class discussion/debate from the entire semester. Students will be required to answer 1 essay question

(1000-1250 words) and two short answer questions (500-750 words) (choices will be provided). The final exam is worth 30% of your final grade. The exam will last 3 hours and will be an open book exam. I will provide students with further details and instructions at the end of the semester.

### **Criteria That Must Be Met to Pass**

All assignments must be completed and submitted on or before **the date of the final exam** or they will be considered incomplete and the student will receive a maximum final numeric grade of 49%.

## **EVALUATION POLICIES**

### **Integrity Defined (from the Office of the University Secretary)**

The University of Saskatchewan 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 Student Conduct & Appeals section of the University Secretary Website and avoid any behavior 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.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

### **Final Examination Scheduling**

The final examination must be written on the date scheduled.

The Political Studies Department's policy is that you may only miss an exam if you have a valid medical note, or in the case of other extenuating circumstances as judged by me. Otherwise, a grade of zero is assigned. In the case of a legitimately missed exam during the term, there is no make-up exam; instead, the weight of the next scheduled written assignment will be adjusted up.

Final examinations may be scheduled at any time during the examination period (April 8 - 30, 2019); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the

missed exam may be given. Students are encouraged to review all examination policies and procedures: <http://students.usask.ca/academics/exams.php>

### **Examinations with Access and Equity Services (AES)**

Access and Equity Services (AES), formerly Disability Services for Students (DSS), is guided by Saskatchewan's Human Rights legislation and the duty to accommodate individuals requiring accommodations based on disability, religion, family status and gender identity.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with AES if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check <https://students.usask.ca/health/centres/access-equity-services.php#Registrationstudentswithdisabilities>, or contact AES at 966-7273 or [aes@usask.ca](mailto:aes@usask.ca).

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

### **Citation Style**

Written assignments must conform to Chicago Manual of Style 'author-date' style guidelines (see the "Writing and Citing" Tab on the Political Science research guide page at <http://libguides.usask.ca/politicalstudies>).

### **Submitting Assignments**

Please submit all **Critical Reading Responses via Blackboard**, no later than 11:59 pm on the due date. All other assignments must be handed in, **in-person, during class** on the assigned due dates.

### **Late Assignments**

The Political Studies Department's policy is that late assignments are penalized 10% per week. Exceptions may be made, at my discretion, for students who contact me regarding medical reasons or family emergencies (but not computer-related emergencies) before assignments are due. Documentation will be required in these cases.

### **Grading Policy**

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <http://students.usask.ca/academics/grading/grading-system.php>. Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

### **Grade Appeal Policy**

As per University regulation, a student who is dissatisfied with the assessment of their work or performance in any aspect of class work, including a midterm or final examination, shall follow the procedures set out in the University Council policy on Student Appeals of Evaluation, Grading and Academic Standing and the Procedures for Student Appeals in Academic Matters. Please carefully review these policies at: <http://www.usask.ca/secretariat/student-conduct-appeals/appeals-in-academic-matters.php>.

Students who wish to initiate the first procedural step outlined in the policy, informal consultation, to have an assignment or exam grade revisited must do the following:

- a) Within five days of receipt of the assignment grade, submit to me via email a written explanation, between one-half to one page in length (typed and double spaced) explaining why the grade should be revisited and what the grader missed in his/her comments. Along with this explanation, please provide me with an electronic copy (scanned if necessary) of the exam or paper. (You should retain the original copy.)
- b) After submission of the written materials, it is your responsibility to contact me via email to arrange a mutually convenient time to discuss the exam/paper and your written submission.

### **Attendance Expectations**

This class does not have an attendance grade, but students are expected to attend all or most class sessions.

## **CLASS POLICIES**

### **Respect**

You are expected to treat your fellow students, your instructor and guest lecturers with respect. Please show up on time, refrain from talking and texting when others are speaking, and turn all mobile devices to silent mode. Communications with the instructor, be they in person, over email or over the telephone, should be courteous and professional.

### **Recording of the Course**

I do not record classes. Students are not permitted to record classes in any way unless authorized to do so by Access and Equity Services. In such cases, only the student with the AES authorization is allowed access to the recording.

## **Copyright**

Class materials, including lecture slides and content, are normally the intellectual property of the person who has made the presentation in the class. Copyright provides presenters with the legal right to control the use of their own creations. As noted above, students are not permitted to record the classes. Class materials, including lecture slides made available on Blackboard and written notes of the lectures, may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

## **Safe Space**

This class is designated a “Safe Space” by its instructor: “The University of Saskatchewan’s Positive Space Program is a campus wide initiative that is run by the Provost’s Advisory Committee on Sexual and Gender Diversity, the University of Saskatchewan Students’ Union (USSU) Pride Centre and Discrimination and Harassment Prevention Services (DHPS). The purpose of this program is to reduce homophobia and heterosexism and promote a safe, welcoming environment for students and employees who are lesbian, gay, bisexual, transgendered, transsexual, two-spirited, intersexed, queer or questioning (LGBT2IQQ). These goals are achieved by having participants in the program display printed material that identifies their area as a ‘positive space.’ A positive space is one that welcomes and supports LGBT2IQQ individuals, encourages open, respectful communication and eliminates the need for people to hide their sexual orientation or gender identity. The Program reflects the University’s commitment to welcome and include all members of the community and create a campus that is free of discrimination.”

## **STUDENT SUPPORTS**

### **Student Learning Services**

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

### **Teaching, Learning and Student Experience**

The Teaching, Learning and Student Experience Unit (TLSE) focuses on providing developmental and support services and programs to students and the university community. For more information, see <https://students.usask.ca/>.

### **College Supports**

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: [\(http://artsandscience.usask.ca/undergraduate/advising/\)](http://artsandscience.usask.ca/undergraduate/advising/)

