

INDIGENOUS STUDIES 2218G
Contemporary Issues:
From the 1969 White Paper to the
National Inquiry into Missing and Murdered Indigenous Women and Girls
Winter 2020
Tuesdays 3:30-6:30, FNB Room 2220

<p> Instructor: Dr. Diana Lewis, Assistant Professor Phone: 519-661-2111 Ext. 85103 Email: Diana.Lewis@uwo.ca Office Location: SSC-3213 Office hours: Tues: 1:00-3:00 or by appointment </p>	<p> Lecture Hours: Tues: 3:30-6:30 Lecture Location: FNB Room 2220 Teaching Assistant: TBD </p>
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I take this opportunity to welcome students to the traditional territory of the Anishinaabek, Attawandaron, Haudenosaunee, and Lunaapewak Peoples.

Course Description: This course offers an interdisciplinary introduction to contemporary challenges faced by Indigenous peoples in Canada. Topics may include, but will not be limited to, political mobilization, legal challenges, jurisdictional authorities, self-determination, land rights, treaty relationships, examination of significant policy documents, Royal Commission on Aboriginal Peoples, Truth and Reconciliation Commission, and the National Inquiry into Missing and Murdered Indigenous Women and Girls.

Antirequisite(s): The former Anthropology 2218F/G

Learning Outcomes: This course will enable students to understand the genesis of the contemporary issues and challenges faced by Indigenous peoples in Canada and to be able to present these issues from a number of perspectives. By the end of the course, will be able to critically analyze and question how colonization has impacted, and continues to impact, Indigenous communities.

Required Text(s): Books available on 2-hour reserve loan at Weldon Library

- Henderson, James (Sa'ke'j). (2008). Indigenous Diplomacy and the Rights of Peoples: Achieving UN Recognition (13-23). Saskatoon, SK: Purich Publishing Ltd.
- Lavell-Harvard, D., & Brant, J. (2016). Forever Loved: Exposing the Hidden Crisis of Missing and Murdered Indigenous Women and Girls in Canada. Bradford, ON: Demeter Press.
- Mackey, E. (2016). Unsettled Expectations: Uncertainty, Land and Settler Decolonization. Halifax, NS: Fernwood Publishing.

Method of Evaluation:

Item	Description	Due	Total Value
Assignments: Media analysis	News item for 3 separate contemporary issue in the media (to be provided): 500 words each . Explore each issue from a rights and title perspective, with a decolonizing/reconciliation lens, and present your perspective using the readings and lectures up to that point. If public comments are provided/available with the media item, you may include the comments in your analysis.	Jan. 24 th Feb. 7 th Feb. 14 th	5% each = total 15%
Test # 1	Multiple choice	Jan. 28 th	20%
Test # 2	Multiple choice	Feb. 11 th	20%
Group Project	Students will have a choice of topic. <ul style="list-style-type: none"> Part I – Participate in a team of 4. PowerPoint presentation on analysis of topic from the perspective of federal, provincial, Indigenous, and media. Part II – Submit 1500-word essay on the perspective you cover in the group presentation. 	Feb. 11 th – March 3 rd	15%
		April 3 rd	20%
Class Discussion/Presentations	Review recommendations coming out of RCAP, TRC, MMIWG – Has anything changed? What can you do about it? What is your role in reconciliation? Teams to present.	March 31 st , 2020	10%

Important Policies***Policies for Assignment Deadlines:***

Extension of deadlines or alternate dates for tests will be granted only for documented illness or compassionate reasons. **Workloads (i.e., other class work, projects, readings, employment) do not count as a reasonable excuse – No exceptions.** Late submissions will be penalized at a rate of 4% per day, to a maximum of 20%.

A Note on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by

proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Policies on Examinations:

****No** electronic devices will be allowed during tests/exams.

Policy for Multiple Choice Tests/Exams:

Computer-marked multiple-choice tests and/or exams may be subjected to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Policy on Laptops and other Electronics/Phones in Class:

Laptops are permitted in class for note-taking purposes only. If it is observed that students are online or on social networking sites, they will be told to close the lid and not be permitted to use it for the remainder of the term. This activity is disrespectful to me as the instructor, implies the material is not important, and is disrespectful to fellow classmates. The behavior is distracting and noticeable. Be sure that all cell phones are turned off at the beginning of every class.

Policy on Accommodation for Medical Illness:

Western's policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:

https://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health:

Students who are in **emotional/mental distress** should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options about how to obtain help.

Indigenous Services:

A link to Indigenous Services can be found at <http://indigenous.uwo.ca>

Registrar's Office:

A link to the Registrar's Office can be found at <https://www.registrar.uwo.ca>

USC Services:

A link to University Student Services can be found at <https://westernusc.ca>

Writing Support Centre:

A link to the Writing Support Centre can be found at <https://www.sdc.uwo.ca/writing/>

Copyright:

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

Policy on Children in Class: If we want women in academia, then we should expect that children might be present. Currently, the university does not have a formal policy on children in the classroom. The policy described here is therefore a reflection of a commitment to student, staff and faculty parents.

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) Finally, often the largest barrier to completing coursework once you become a parent is the tiredness many feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and perhaps even another job can be exhausting. Together as instructor and classmates, I hope we are able to accommodate any special parenting needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school- parenting balance. Thank you for the diversity you bring to our classroom! Credit: Dr. Melissa Cheyney/ Dr. Ian Puppe.

Course Schedule and Readings:

Class Schedule

January 7th – Background - Aboriginal and Treaty Rights, Aboriginal title, Constitutional rights

- Review Syllabus
- 1969 White Paper
- Review of constitutional, treaty, aboriginal, and legal rights of Aboriginal Peoples in Canada, and meaning of Aboriginal title.

Required Reading:

- Henderson, James (Sa'ke'j). (2008). Chapter 2: The Legacy of Empire. In *Indigenous Diplomacy and the Rights of Peoples: Achieving UN Recognition* (13-23). Saskatoon, SK: Purich Publishing Ltd.
- Mackey, E. (2016). *Unsettled Expectations: Uncertainty, Land and Settler Decolonization*. Black Point, NS: Fernwood Publishing.
 - January 15th – Part One: Introduction, Chapters 1-2 (2-68)
 - January 22th – Part Two: Introduction, Chapters 3-4 (69-122)
- Vowel, C. (2016). *Indigenous Writes: A Guide to First Nations, Métis, and Inuit issues in Canada* – Chapter 30: White Paper, What Paper? More Attempts to Assimilate Indigenous Peoples (276-284). Winnipeg, MB: Highwater Press.
- Statement of the Government of Canada on Indian Policy, 1969 (White Paper)

January 14th – Reconciliation – Why? What does it mean for Canada? See - <http://www.aadnc-aandc.gc.ca/eng/1528918116610/1528918133807>

Required Reading:

- Henderson, James (Sa'ke'j). (2008). *Indigenous Diplomacy and the Rights of Peoples: Achieving UN Recognition*. Saskatoon, SK: Purich Publishing Ltd.
 - Chapter 3 – The failure of decolonization for the Indigenous Others. 24-28.
 - Chapter 4 – The convergence of Indigenous diplomacy. 29-36.
 - Chapter 11 – Being a self-determining human. 100-103.
- Mackey, E. (2016). *Unsettled Expectations: Uncertainty, Land and Settler Decolonization*. Fernwood Publishing.
 - January 22nd – Part Three: Introduction, Chapters 5-6 (123-192)

Assignment # 1 – Media analysis # 1 due January 24th– 5% of final mark

January 21st – Indigenous Child Welfare in the 21st Century in Canada

Required reading:

- Barrera, J. (2017, June 23). Trudeau liberals take Human Rights Tribunal to court over First Nation children ruling. <https://aptnnews.ca/2017/06/23/trudeau-liberals-take-human-rights-tribunal-to-court-over-first-nation-children-ruling/>
- Blackstock, C. (2011). The Canadian Human Rights Tribunal on First Nations child welfare: Why if Canada wins, equality and justice lose. *Children and Youth Services Review*, 33(1), 187-194.
- Galloway, G. (2016, January 25). Ottawa discriminated against Aboriginal children by underfunding services, tribunal to rule. *The Globe and Mail*. <https://www.theglobeandmail.com/news/politics/ottawa-discriminated-against-aboriginal-children-by-underfunding-services-tribunal-to-rule/article28389918/>
- The Jordan's Principle Working Group. (2015). *Without denial, delay, or disruption: Ensuring First Nations children's access to equitable services through Jordan's Principle*. Ottawa, ON: Assembly of First Nations. (97 pages Browse)

Assignment # 2 – Media analysis # 2 due February 7th– 5% of final mark

January 28th - Test # 1 (20% of final mark)/ Justice Issues

Required reading:

- Cameron, P. (2017, June 8). RCMP probe of indigenous teen deaths not necessary: Thunder Bay, Ont., police. *The Canadian Press*.
- McNeilly, G. (2018). Broken trust: Indigenous people and the Thunder Bay Police Service. Office of the Independent Police Review Director.

February 4th, 2020 – Review Test # 1/Guest lectures - TBD

- Health Administrator - Local community
- Governance - Political/Tribal Organization
- N'Amerind Friendship Centre - Urban issues

Required reading: TBD

Assignment # 3 – Media analysis # 3 due February 14th – 5% of final mark

February 11th - Test # 2 (20% of final mark)/ Class Presentations Start

Topics to choose from and instructions on format of presentations to be provided at the end of January.

- Teams of 4 – Present on issue – 15 minutes each team (Group presentation – 15% of final mark)

Winter Study Break – February 17-21, 2020

February 25th – Review Test # 2/Continue Class presentations

- Teams of 4 – Present on issue – 15 minutes each team (Group presentation – 15% of final mark)

March 3rd – Continue Class presentations

- Teams of 4 – Present on issue – 15 minutes each team (Group presentation – 15% of final mark)

March 7 – Last day to drop a second-term half course, or second-term full course without academic penalty.

March 10th – Social Policy/Water Issues

Required reading:

- TBD

March 17th, 2020 – Gendered Violence and Missing and Murdered Indigenous Women and Girls in Canada

Required reading:

- Lavell-Harvard, D., & Brant, J. (2016). *Forever Loved: Exposing the Hidden Crisis of Missing and Murdered Indigenous Women and Girls in Canada*. Bradford, ON: Demeter Press.
 - Lavell-Harvard, D., & Brant, J. (2016). Introduction: *Forever Loved*. 1-13
 - Kubik, W. & Bourassa, C. (2016). Chapter 1: Stolen sisters - The politics, policies, and travesty of missing and murdered women in Canada. 17-33.
 - Riel-Johns, J. Chapter 2: Understanding violence against Indigenous women and girls in Canada. 34-46.

March 24th, 2020 – Political mobilization/Idle No More

Required Reading:

- Aguirre, K. (2015). Telling stories: Idle No More, Indigenous resurgence and political theory. In Coburn, E. (Ed.). *More will sing their way to freedom: Indigenous resistance and resurgence (184-207)*. Black Point, NS: Fernwood Publishing.
- McMillan, L. J., Young, J., & Peters, M. (2013). Commentary: The “Idle No More” Movement in Eastern Canada. *Canadian Journal of Law and Society/Revue Canadienne Droit et Société*, 28(03), 429-431.
- Wotherspoon, T., & Hansen, J. (2013). The "Idle No More" Movement: Paradoxes of First Nations Inclusion in the Canadian Context. *Social Inclusion*, 1(1), 21-36.

March 31st, 2020 Class Discussion/Presentations - Review recommendations coming out of RCAP, TRC, MMIWG – Has anything changed? What can **you** do about it? What is your role in reconciliation? **10% of final mark**

April 3rd, 2020 - Essay due 1500 words - 20% of final mark