INeSTUDIES 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

| Instructor: Dr. Diana Lewis, Assistant Professor | Lecture Hours: Tues: 3:30-6:30 |
| Phone: 519-661-2111 Ext. 85103 | Lecture Location: FNB Room 2220 |
| Email: Diana.Lewis@uwo.ca | |
| Office Location: SSC-3213 | |
| Office hours: Tues: 1:00-3:00 | Teaching Assistant: Emily Beacock |
| or by appointment | Office Hours/: Thursdays 1:00 – 3:00 |
| | Location: Indigenous Studies Office |
| | Boardroom – Room 3207 |

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): Book available on 2-hour reserve loan at Weldon Library

### Method of Evaluation:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Due</th>
<th>Total Value</th>
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<tbody>
<tr>
<td>Assignments: Media analysis</td>
<td>News item for 3 separate contemporary issue in the media (to be provided): <strong>500 words each.</strong> 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.</td>
<td>Jan. 24th&lt;br&gt;Feb. 7th&lt;br&gt;Feb. 14th</td>
<td>5% each = total 15%</td>
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<tr>
<td>Test # 1</td>
<td>Multiple choice/short answer</td>
<td>Jan. 28th</td>
<td>20%</td>
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<tr>
<td>Test # 2</td>
<td>Multiple choice/short answer</td>
<td>Feb. 11th</td>
<td>20%</td>
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| Group Project – 14 groups | Students will have a choice of topic.  
- 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 – Each student in the group to submit a **1500-word** essay on the perspective you cover in the group presentation. | Feb. 11th – March 10th<br>April 3rd | 15%<br>20% |
| In 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 decolonization and reconciliation? Teams to present. | March 31st, 2020 | 10% |

### Important Policies

**Grade Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
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<tr>
<td>A</td>
<td>80-89%</td>
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<tr>
<td>B</td>
<td>70-79%</td>
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<tr>
<td>C</td>
<td>60-69%</td>
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<tr>
<td>D</td>
<td>50-59%</td>
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<tr>
<td>F</td>
<td>Below 50% or assigned when course is dropped with academic penalty</td>
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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 Western University and Turnitin.com (www.turnitin.com).

Policies on Examinations:
**No** electronic devices will be allowed during tests/exams.

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.

Academic Consideration for Missed Work
Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence (SRA) form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy are met. Two important exceptions to this rule: SRAs will not be allowed for final examinations or assessments worth more than 30% of a given course.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 SRAs, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should
consider carefully the implications of postponing tests or midterm exams or delaying submission of work and are encouraged to make appropriate decisions based on their specific circumstances.

https://counselling.ssc.uwo.ca/procedures/having_problems/Self_Reported_Absence.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 http://www.registrar.uwo.ca

**USC Services:**
A link to University Student Services can be found at http://westernusc.ca

**Writing Support Centre:**
A link to the Writing Support Centre can be found at http://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 finalized 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:

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<tr>
<th>Class Schedule</th>
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<tr>
<td><strong>January 7th</strong> – Background - Aboriginal and Treaty Rights, Aboriginal title, Constitutional rights</td>
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<tr>
<td>- Review Syllabus</td>
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<tr>
<td>- 1969 White Paper</td>
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<tr>
<td>- Review of constitutional, treaty, aboriginal, and legal rights of Aboriginal Peoples in Canada, and meaning of Aboriginal title.</td>
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<td>- United Nations Declaration on the Rights of Indigenous Peoples</td>
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<td>- Sustainable Development Goals</td>
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Required Reading:

- Statement of the Government of Canada on Indian Policy, 1969 (White Paper)

**January 14th – Decolonization/Reconciliation – What does that mean?**

Required Reading:

  - January 14th – Part One: Introduction, Chapters 1-2 (2-68)

**Assignment # 1 – Media analysis # 1 due January 24th – 5% of final mark – Topic: Canada discriminates against Indigenous Children.**

**January 21st – First Nation Child Welfare**

Required reading:

  - January 22th – Part Two: Introduction, Chapters 3-4 (69-122)

**Assignment # 2 – Media analysis # 2 due February 7th – 5% of final mark – Topic: Rights of Indigenous Groups to protest development on their traditional lands.**
January 28th - Test # 1 (20% of final mark)/ Justice Issues

Required reading:

  - January 22nd – Part Three: Introduction, Chapters 5-6 (123-192)

February 4th, 2020 – Review Test # 1/Health Issues

Required reading: TBD


Assignment # 3 – Media analysis # 3 due February 14th – 5% of final mark – What is Canada saying if the health of Indigenous communities does not matter?

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 - Continue Class Presentations

Required reading:
• TBD

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

Required reading:

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

Required Reading:
• UN Racism committee calls for halt to Site C, Trans Mountain and LNG Pipeline. 

March 31st, 2020 Class Discussion - 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