

INDIGENOUS STUDIES 2218G
Contemporary Indigenous Issues:
Winter 2021

Lecture (via Zoom): Tuesday: 10:30 –1:30

Instructor: Dr. Diana Lewis

Office Hours (via Zoom): Tuesday 2:00 – 4:00 or by appointment.

Email: Diana.Lewis@uwo.ca

Teaching Assistant(s): TBD

I take this opportunity to welcome students to the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (e.g. First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

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.

Pre-requisite(s): None

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

Learning Outcomes:

Students who successfully complete this course will be able to:

- Understand the genesis of the contemporary issues and challenges faced by Indigenous peoples in Canada.
- Present contemporary issues from a number of perspectives.
- Critically analyze and understand how colonization has impacted, and continues to impact, Indigenous communities.
- Understand what “reconciliation” means to Indigenous peoples.

Required Text(s) - Access to digital books will be provided before classes start:

- Mackey, E. (2016). *Unsettled Expectations: Uncertainty, Land and Settler Decolonization*. Halifax, NS: Fernwood Publishing.
- Simpson, L. (n.d.). *Dancing on our turtle’s back: Stories of Nishnaabeg re-creation, resurgence and a new emergence / Leanne Simpson*. Arbeiter Ring Pub.
- Wilson-Raybould, J., & Sinclair, M. (n.d.). *From where I stand: Rebuilding Indigenous Nations for a stronger Canada*. Purich Books. (Also available online through library).

Method of Evaluation:

Item	Description	Value
Attendance	There are 12 lectures and breakout sessions. It is important to attend each class and participate in discussions with other students in the breakout rooms.	5%
Zoom breakout sessions (5)	Students will be expected to submit a total of 5 reflections based on the readings/lectures and/or guest lectures and breakout room discussions (rubric will be shared for the reflections). Due every second week starting January 19 th .	10% each Total - 50%
2 Essays – Due February 12 th and March 12 th	Potential topics to be assigned (1500 words each). Rubric will be shared with assignment.	20% each Total - 40%
Student Presentations – In class April 6 th	You are an ally/Indigenous advocate.	5%

Important Policies**Grade Scale**

A+	90-100%
A	80-89%
B	70-79%
C	60-69%
D	50-59%
F	Below 50% or assigned when course is dropped with academic penalty

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. Late submissions will be penalized at a rate of 4% per day, to a maximum of 20%. Further information on “Academic Consideration for Missed Work” is below.

Assignment objectives and rubrics will be posted on OWL, as well as discussed in class via Zoom. Should you have a concern regarding the grade you received for an assignment, you **must wait 24 hours** from the receipt of the grade (on OWL) to contact the instructor. In doing so, please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

Academic Consideration for Missed Work

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements must submit a request for academic consideration through the appropriate route:

- (i) For **absences 48 hours or less**, students can complete a [Self-Reported Absence \(SRA\)](#) form provided the conditions specified in the [Senate policy](#) are met. The form [can be completed online](#). The SRA can be used only twice. Please note the important exceptions to this rule:
 - i. Not permitted for final exams or assessments worth more than 30% of a course.

- (ii) 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 a course, 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). Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.
- (iii) All of the Faculty of Social Science Academic Counselling procedures can be found here: <https://counselling.ssc.uwo.ca/procedures/index.html>

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work.
- Are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are not normally an appropriate basis for a self-reported absence.
- **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.**

Academic consideration is not normally intended for the following circumstances:

- **Students with an ongoing physical illness or mental disorder (recurring or chronic) or an existing disability** are responsible for determining, in consultation with their doctors or other health professionals, if they are capable of pursuing their studies and, if so, with what accommodations. Students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the [Policy on Academic Accommodation for Students with Disability](#). Students with pre-existing accessibility plans arranged through SAS may not need to provide additional documentation when seeking academic consideration where such request for consideration relates to their disability and where their accessibility plans allow for coursework deferral or deadline extensions.
- **Students who experience high levels of stress related to academic performance** (including completing assignments, taking part in presentations, or writing tests or examinations). Students with academic or exam stress should access supports through [Student Health and Wellness](#) and [Learning Development & Success](#) in order to deal with this stress in a proactive and constructive manner.

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 as outlined in the [Scholastic Discipline](#) policy.

Scholastic Offences

Scholastic offences (including plagiarism) 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

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 of any kind are allowed during tests and examinations.

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

Mental Health

If you or someone you know is experiencing distress, there are several resources at Western to assist you. Please visit the [Mental Wellbeing website](#) for more information on mental health resources.

Indigenous Services:

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

Course Schedule:

Week 1	January 12 th	Introductions, using Zoom, privacy, review syllabus.
Week 2	January 19 th	Lecture and breakout sessions. Terminology - Aboriginal and Treaty Rights, Aboriginal title, Constitutional rights.
January 19th – Last day to add a class.		
Week 3	January 26 th	Lecture and breakout sessions. What does decolonization/reconciliation mean?
Week 4	February 2 nd	Lecture and breakout sessions. Land displacement and environmental dispossession/repossession.
Week 5	February 9 th	Lecture and breakout sessions. How do Indigenous knowledges connect to health and wellness?
1st Essay due February 12th		
Week 6	February 16 th	Reading Week.
Week 7	February 23 rd	Lecture and breakout sessions. Self-determination and autonomy – what does that mean?
Week 8	March 2 nd	Lecture and breakout sessions. Self-determination and autonomy – what does that mean?
Week 9	March 9 th	Lecture and breakout sessions. Racism – how does it continue to manifest in a colonial state?
2nd Essay due March 12th		
March 15th - Last day to drop a second-term half course without academic penalty.		
Week 10	March 16 th	Lecture and breakout sessions. Going inside pandemic response: Under a colonial state, how do our Indigenous communities respond to protect their members?
Week 11	March 23 rd	Guest lecture and breakout sessions. Pandemic response.
Week 12	March 30 th	Guest lecture and breakout sessions. Researching Indigenous peoples back to health.
Week 13	April 6 th	Student presentations – You are an ally/Indigenous advocate – what is your role going forward?
April 12th Winter term ends.		