



UNIVERSITY OF CALGARY

Winter 2020

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

Sociology of Indigenous People in Canada			
Course Number	SOC 307		
Pre/Co-Requisites	SOC 201		
Instructor Name	Sasha Reid	Email	sasha.reid@ucalgary.ca
Instructor Email Policy	Feel free to contact me over email at any time. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails will be answered within two business days. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first.		
Office Location	SS 912	Office Hours	Wednesday 12:00 – 1:00pm
Telephone No.			
TA Name	Erik Mohns	TA Email	Erik.Mohns@ucalgary.ca
TA Office Location	SS 917	TA Office Hours	By Appointment
Class Dates	M/W/F		
Class Times	11:00 – 11:50		
Class Location	ENC 70		

Course Description

The dynamics of Indigenous groups' relations with each other and the larger society. Topics include decolonization and relations with the state, demography, Indigenous organizations, Indigenous nationalism and nation-building, power, social class and public policy.

Course Objectives/Learning Outcomes

This class was conceived as an immersive, dynamic, and interactive experience with the goal of providing students with a comprehensive understanding of the historical and ongoing processes of

colonization in Canada and the implications for our society today. In this class students will learn to deepen their understanding of their personal/familial history. Students will learn to better understand the social, political, health, and economic factors that have shaped the relationship between First Nations People and Canadian society. Students will also learn the background and systemic factors that may bring an Indigenous person into contact with the criminal justice system. In addition, students in this class will be able to improve their critical thinking, writing, referencing, and organizational skills through a series of critical commentaries. Lastly, students will improve their creative, listening, and oral communication by presenting an artistic work showcasing one of several issues including settler colonialism; racism; missing and murdered indigenous women; intergenerational trauma; decolonization; reconciliation; allies; and solidarity.

** Some of the topics we will discuss in this course may be upsetting. Readings and media may contain graphic descriptions of racist and sexual violence (e.g., readings on missing and murdered Indigenous women). If at any time you feel distressed or uncomfortable with the subject matter, please feel free to speak with me, a friend or family member, or the Student Wellness Centre **

Required Textbooks, Readings, Materials, Electronic Resources

There is no required textbook. All readings for this course will be posted on D2L.

Schedule of Lectures and Readings

Week 1.. Welcome and Indigenous History

- **January 13th** **Welcome to SOCI 307!** This week we'll go over a few introductions
- **15th** I'll tell you a bit about this class, the content, structure, and assignments. **January 17th**
- Next we'll learn about the history of Indigenous peoples in Canada, Indigenous contributions to the War of 1812, and more.

Week 2. Residential Schools

- **January 20th** This week we will examine the lasting social, emotional, and legal impact of
 - **January 22nd** residential schools. Connected to these issues will be a discussion of family
 - **January 24th** separation. We'll examine the potential effects of these policies on child
- development. Children's rights will be central to this week's discussion.

Week 3. Indigenous Health

- **January 27th** This week we'll examine the topic of historic trauma and the health of
 - **January 29th** indigenous peoples. Topics to be discussed include the process of
 - **January 31st** Intergenerational transmission of trauma; social, cultural, economic and political
- determinants of health; Indigenous children and youth health status and the special challenges they face.

Week 4. Reclaiming Two Spirit Health

- **February 3rd** This week we'll continue our examination into Indigenous health. In particular, will focus specifically on the health outcomes for Indigenous two-spirit people.
- **February 5th**
- **February 7th** This class will discuss issues /initiatives surrounding suicide prevention.

Week 5. Continuing Threats to Indigenous Sovereignty

- **February 10th** This week we will examine several issues that present challenges to Indigenous sovereignty. These issues may include prejudice and federal recognition, forced sterilizations, and the foster care system.
- **February 12th**
- **February 14th**

Week 6. Reading Break (no class)

- **February 17th** No classes will be held this week as it is the reading break. Enjoy!
- **February 19th** No classes will be held this week as it is the reading break. Enjoy!
- **February 21st** No classes will be held this week as it is the reading break. Enjoy!

Week 7. Pathways: Youth Gangs and Child Welfare

- **February 24th** There is an epidemic of Aboriginal youth gang violence in some parts of Canada today. This week will provide an overview of the current situation, and describes several major pathways to violent gang involvement for Aboriginal youth.
- **February 26th**
- **February 28th**

Week 8. First Nations Peoples and the Criminal Justice System

- **March 2nd** This week we'll the role of the criminal justice agents with respect to First Nations youth and First Nations adult offenders. Topics include police surveillance, visibility and arrests of First Nations people. First Nations youths and police relations communication in the courtroom (linguistic and cultural difficulties judicial sentencing), and discrimination versus differential treatment corrections.
- **March 4th**
- **March 6th**

Week 9. Violence and the Colonization of First Nations Women

- **March 9th** This week we will discuss how of colonization has contributed to the current issue of the overrepresentation of Indigenous women as victims of violence.
- **March 11th** We will also explore the issue of sex work among indigenous women. Various case studies will be used to guide our discussions.
- **March 13th**

Week 10. Missing and Murdered Indigenous Women, Men, and Children

- **March 16th** Our conversation this week will focus on the Missing and Murdered Indigenous Women (MMIW) Inquiry. We will examine how cases of Indigenous women have been addressed by law enforcement historically and how they are Handled today. Various case studies will be used to guide our discussions.
- **March 18th**
- **March 20th**

Week 11. The Path to Reconciliation

- **March 23rd** This week we will discuss the concept of reconciliation. We will examine the
- **March 25th** history of the Truth and Reconciliation Commission, its mandates, and we will
- **March 27th** evaluate the progress of TRC initiatives.

Week 12. Indigenous Media and Advocacy

- **March 30th** This week we will examine the role of media advocacy and the rise of popular
- **April 1st** podcasts such as: “Finding Cleo” and “Who Killed Alberta Williams?” We will
- **April 3rd** examine how social media is being used to support Indigenous advocacy and we’ll learn how media advocacy helps to support Indigenous social justice initiatives.

Week 13. Special Topics: Class Decided Topic

- **April 6th** Art Projects are due this week. They may be dropped off at my office any day
- **April 8th** Monday – Thursday between 12 – 1pm. They may also be delivered to me in
- **April 10th** class. This week the class be centered on an issue that was chosen by the entire class. There are no classes on **April 10th**.

Week 14. Special Topics: Class Decided Topic

- **April 13th** No Class on April 13th (Easter Monday).
- **April 15th** This week the class be centered on an issue that was chosen by the entire class

Methods of Assessment and Grading Weights

1. **Auto Ethnography (20%) | Due: February 10th**

In the spirit of storytelling and self-reflection, your first assignment will be to write a brief autoethnography, engaging in a scientific study of yourself and your culture. To write an autoethnography is to engage in a scientific study of yourself and your culture. Culture here does not have to mean ethnicity or socio-economic status or gender (although it could mean those things if you so choose). The essay you write will explore what it’s like to be you – a particular aspect of you. The essay will examine through an insider’s perspective what it’s like to be “x”. Think about a specific, distinctive aspect of yourself and examine how this has shaped you. Not only will you look at this component and its impact on you, but you will try to draw larger conclusions through research and analysis about the culture in general. Then you can take the analysis to the next level and see how your experience may be typical or atypical or how it may vary from other people’s understandings of what it is like to be “x.” Submissions following this date will be subject to a minimum 10% deduction.

The assignment can take one of two forms:

A five to seven (5-7) page essay (not including references), OR

A three (3) page essay (not including references) with an infographic

2. **Critical Commentaries (40%) | Due: Throughout the Semester**

You are required to submit to D2L two (2) commentaries of what you learned over a particular week. The commentaries should not be a summary of what you learned but rather, they should be

structured as an integrated synthesis of thoughts, ideas, and critical concepts that you were introduced to and continue to ponder. Submissions are due throughout the semester. Unapproved submissions following this date will be subject to an automatic 10% deduction. Each submission accounts for 20% of your final grade. Commentaries will be graded on the following: depth of reflection, connections to class and to real world cases, ability to provide outside sources, and the overall quality of the writing.

3. Art Project (20%) + Write Up (20%) (Total 40%) | Due: Week 13

Students are expected to develop an art piece that communicates their learning throughout the course. This piece is a reflection of how the teachings and practices of this course has been experienced by you and has impacted your understanding of Indigenous experiences, health, victimization, or advocacy, among others. All forms of media are acceptable for the project and students are encouraged to be innovative and creative when designing their piece. This can be in any fine art or multi-media form. In addition to the artwork itself, students will provide a three-page reflective write-up. The write-up should communicate what the art piece is intended to communicate, why that subject was important to you, and how it connects back to class content.

Final Exam Information

There will be no final exam in this class.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without

permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Absences and Deferrals

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at:

https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.pdf

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here:

<https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.