



UNIVERSITY OF CALGARY

Winter 2020

FACULTY OF ARTS

Department of Sociology

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

COURSE TITLE: Indigenous Peoples and the Canadian Justice System			
Course Number	SOCI 421		
Pre/Co-Requisites	Sociology 325 and 313 or the consent of the Department. Sociology 331 and 333 are recommended.		
Instructor Name	Dr. Cora J. Voyageur	Email	voyageur@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 violating customary email conventions will be ignored. All other emails will be answered within one business day. 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. Questions that can be answered by consulting the course outline will not be answered.. Please set an appointment via email if there is something you want to discuss and we can set a date and time. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with via email or Skype. Please download Zoom on to your computers.		
Office Location	906 SST	Office Hours	Monday 12:00 – 2:30 via Zoom
Telephone No.	403 220-6507		
Class Dates	Monday		
Class Times	3:00 – 5:45 pm		
Class Location	SH 157 – changed to online		

Course Description

This course is a sampling of issues pertaining to the historical and contemporary involvement of Indigenous peoples both within and across Canada's justice systems. It is designed to introduce students to major structures, concepts, assumptions, research findings, legislation, policies, commissions, and court cases. Particular attention will be given to building connections between the historical and the contemporary impact of colonization in relation to Indigenous and settler-Canadian states. In addition, how the attempts to indigenize the existing justice and alternative justice systems have impacted Indigenous peoples will also be examined

Course Objectives/Learning Outcomes

1. To give students an overview of the demographic make-up of the Indigenous community in Canada.
2. To provide students with an overview of the social, legal and political position of the Indigenous community.
3. To examine the relationship of colonization to Indigenous peoples' involvement and overrepresentation within Canada's justice system.
4. To familiarize students with various aspects of Indigenous peoples' involvement with Canada's justice system.
5. To explore attempts to indigenize Canada's justice system.
6. To gain knowledge of benchmark Indigenous and Treaty Rights cases in Canada.
7. To discuss and remain aware of various Indigenous justice issues that may arise from time to time during the term.

Course Format: Classes will combine several formats: text readings, group presentations, guest lectures, videos, in-class assignments. I will cover some of the assigned readings in class and will also lecture from additional materials on the topic. Therefore, you are responsible for any assigned readings.

Required Textbooks, Readings, Materials, Electronic Resources

Daschuk, James. 2014. *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life*. Regina: University of Regina Press. ISBN: 978-0889773408

Monchalin, Lisa. 2016. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. Toronto: University of Toronto Press. ISBN: 978-1442606623

Schedule of Lectures and Readings

Proposed Course Schedule Sociology 400B: Indigenous Peoples and the Canadian Justice System Winter 2020

Week	Topic	Readings	
1	January 13	Introduction	Monchalin 1 & Daschuk 1
2	January 20	Who are the Indigenous People of Canada?	Monchalin 2 & Daschuk 2
3	January 27	The State and Indigenous Justice	Monchalin 3 & Daschuk 3
4	February 3	Aboriginal Rights and Aboriginal Title	Monchalin 4 & 5 Daschuk 4
5	February 10	Criminalization of the Indigenous Lifestyle	Monchalin 6 & 7
6	February 17	Reading Week	No Readings
7	February 24	Midterm Exam Video TBA	No Readings
8	March 2	Crime and Criminal Justice Statistics	Monchalin 8 & 10
9	March 9	Indigenizing the System: Policing	Monchalin 9 & Daschuk 5
10	March 16	Indigenizing the System: The Courts On-line instruction begins	Monchalin 11 & Daschuk 6
11	March 23	Restorative Justice Models/Sentencing Class Presentations Continue	Monchalin 12 & Daschuk 7
12	March 30	Indigenizing the System: Native Prisons Class Presentations Continue	Daschuk 8 & 9
13	April 6	Where do We go from here? Class Presentations Continue	Monchalin 13
14	April 13	No Class – University closed	No Readings

My Teaching Philosophy:

I love to teach and I hope it shows. I believe that learning is an active rather than a passive activity. I want to assist you in your learning journey. Although attendance is not mandatory, I urge you to attend class regularly. I will not post my lecture materials or give you my lecture notes if you are absent. Class discussions, issues raised in class and information obtained from videos, lectures and other class activities can be give you some valuable insights and help you with assignments and exams. You will not have access to that information unless you attend class. I strive to provide a safe and non-competitive learning environment but one that periodically takes students out of their comfort zone. I encourage class discussion as a means of exploring topics, ideas, and sometimes controversies. We may be dealing with sensitive and sometimes contentious issues in class. Your point of view is important but may be challenged by your fellow students or me during this course. Your opinion may differ from those of your classmates. So please, remain open-minded and remember to be respectful of opinions that differ from your own.

Methods of Assessment and Grading Weights

Examinations	40%
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There will be one mid-term examination and one final examination. The examinations will cover lectures, guest lectures, videos, field trips, class discussions, and assigned reading materials scheduled up to the exam. This means that students will also be responsible for readings and topics not covered in class.

Examinations will be a combination of any or all of the following: multiple choice, true/false, definition, short answer and essay questions. This manner of testing allows the student to demonstrate varying methods of academic skill. I do not expect the student to rely solely on rote memory. I expect application, analysis, synthesis, and integration of course materials into your reasoned and concise answers. Therefore, you must be specific rather than general in your responses. The short answer and long answer questions require a reasonable standard of writing. Poor spelling disjointed or incomplete sentences, poor grammar and punctuation, inadequate sentence and paragraph structure will only detract from the ideas you are trying to express and will negatively impact your mark.

The exams are non-cumulative. This means that the mid-term will cover only materials from the first class to the class prior to the mid-term exam. The final exam will be a take home exam that covers materials from the mid-term to the last day of class. Although the final exam is non-cumulative, students might find reviewing the mid-term exam materials valuable in preparation for the final.

The dates and assigned weights for exams are as follows:

Mid-term	February 24	30 %
Final Examination	Take home	10 %

Group Presentation

25%

Students must make a 30-minute group presentation. The presentation will be based on a justice issue pertaining to Indigenous peoples. The issue can be historical (*Indian Act or other policies*) or contemporary (Missing and Murdered Indigenous Women) and should be approximately 30 minutes. The presentation must deal with the genesis, the argumentation, the outcome or expected outcomes, and the potential implications. You are expected to provide supplementary materials (outlines, analysis, video clips, etc.) for fellow students. Students are also encouraged to complement their presentation with additional materials such as photographs, illustrations, maps, flowcharts, music, quizzes, etc. Be creative! Group presentations begin on March 23. Please send me your group presentation and accompanying materials by 6:00 pm on your presentation date via D2L. Also, each group member must send me their speaking notes.

Colleague Assessment

7%

Your group members will evaluate your contribution to the group project. This evaluation account for 7% of your final mark so you must do your share of the work and work cooperatively with the others. The colleague assessment will be proportional to your final grade on the presentation. Further, if you receive a participation grade of "0" from your fellow group member then you will not receive a grade for the presentation, and thus, fail this course. This will be done after all the class presentations are completed. I will require your group to justify the grades you give to your group members. This form will be posted on D2L. Please complete it on April 6 and return it to me via D2L dropbox.

In-class Pop Quizzes

8%

Throughout the course I will give four in-class pop quizzes worth 2.0% each. These quizzes will be based on information from that day's class. Your answers must be turned in at the end of the class. You must be present on the days these quizzes are given to receive these marks. These marks have already been assessed.

Weekly on-line Assignments

20%

Each week for the remaining classes students will prepare a two-page (double-spaced) opinion paper based on assignments posted in D2L. Students will have one-week to complete the assignment. Each assignment is worth 5% of the final mark. Please continue reading your assigned readings (Monchalin and Daschuk).

Final Exam Information.

-- A take home (essay) exam will be given to you on April 10. You will have one-week to complete the essay exam. Please submit your exam in the D2L Dropbox by midnight on April 17.

Grading Scale

Letter Scale 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-	60 – 62.99%	1.7	Approaching satisfactory performance
D+	58 – 59.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	55 – 57.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	54.99%	0	Failure. Did not meet course requirements.

The A+ grade became an official grade at the University of Calgary in Fall 2002. The A+ grade is described as an honorific grade with the same grade point value as an A grade (4.0). It will be used to indicate outstanding performance in a subject area but not have a higher grade point average.

Passing Grades

Receiving a grade in all components of this evaluation -- including the Colleague Evaluation and Pop Quizzes -- is mandatory to obtain a passing grade in this course. A passing grade for this course is 55% or a "D" grade.

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 reassessed grade may be raised, lowered, or remain the same.

Technology Use

Technology can be both a blessing and a curse. In recent years, electronic devices have been the cause of a tremendous amount of disturbance and distraction in the classroom. Please get the most out of

your (or your parents') hard-earned tuition dollars by devoting your class time exclusively to classroom activities. Please ensure that your cellphones, pagers, or any other electronic devices are turned off and remain off for the duration of the class.

For those taking notes on a laptop please be aware that your screen is visible to both those beside you and behind you. I have received many complaints from fellow classmates who have been forced to endure distracting, offensive and otherwise unsuitable images from others' laptops. Please remember that laptops are to be used exclusively for the purposes of taking notes during class.

Checking emails, texting, Facebooking, or engaging in any other type of internet/or electronic activity during this class is not permitted. Those who choose to ignore this rule will be asked to leave my classroom immediately. Students who have been asked to leave my classroom must meet with me before returning. Students taking class notes on a laptop computer will be asked to close their laptops from time to time to answer questions and/or engage in classroom discussion throughout the class.

Please be on time for class. Arriving late for class is very distracting to me and your fellow students. The door will be closed at the beginning of class, if you are late please quietly find a seat near the back of the room and please keep your disruption to a minimum.

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

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

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

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.