



UNIVERSITY OF CALGARY

Winter 2020

FACULTY OF ARTS

Department of Sociology

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

| COURSE TITLE: Indigenous Issues in Canada | | | |
|--|--|---------------------|--|
| Course Number | Sociology 504-S01 | | |
| Pre/Co-Requisites | Sociology 313, 315, 333, at least 6 units in courses labelled Sociology at the 400 level, and consent of the Department. | | |
| Instructor Name | Dr. Cora J. Voyageur | Email | voyageur@ucalgary.ca |
| Instructor Email Policy | <p>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. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.</p> | | |
| Office Location | SST 906 | Office Hours | Monday 12:00 – 2:30 or by appointment |
| Telephone No. | 403 220 6507 | | |
| Class Dates | Wednesday | | |
| Class Times | 9:00 – 11:45 | | |
| Class Location | SS 921 | | |

Course Description

This is a senior undergraduate seminar that focuses on Indigenous issues in Canada. The Indigenous world is complex but many feel free to give simple answers. We will discuss issues from both the historical and the contemporary perspectives. You will learn about the colonial relationship between Indigenous people and settler society and its impact on contemporary life. We will cover six main themes including: Social, Political, Economic, Legal, Women, and the Arts. In the course we will separate fact from opinion and reality from myth.

Course Objectives/Learning Outcomes

1. To examine the colonization of Indigenous peoples and its impact on historical and contemporary life.
2. To provide a demographic overview of the Indigenous community in Canada and how it differs from mainstream Canadian society.
3. Provide an overview of the social, legal and political position of the Indigenous community from both an historical and a contemporary standpoint.
4. To explore the race-based policies and legislation that apply only to First Nations people
5. To familiarize students with various aspects of Indigenous peoples' resistance to colonial rule.
6. To gain knowledge of benchmark Indigenous and Treaty Rights cases in Canada and other significant events impacting Indigenous peoples.
7. To separate fact from myth regarding Indigenous people in social, economic, political and legal realms.
8. To discuss and remain aware of various Indigenous issues that may arise from time to time during the term.

Required Textbooks, Readings, Materials, Electronic Resources

Miller, J.R. Residential Schools and Reconciliation: Canada Confronts its History. Toronto: University of Toronto Press. Required

Simpson, Leanne B. 2017. As We Have Always Done: Indigenous Freedom Through Radical Resistance. Minneapolis: University of Minnesota Press. Required

Saul, John Ralston. The Comeback: How Aboriginals are Reclaiming Power and Influence. Recommended

Voyageur, Cora J., Brian Calliou and Laura Brearley. 2016. Restoring Indigenous Leadership: Wise Practices in Community Development. Banff: Banff Centre Press. Recommended

Various articles and book chapters will be available via copyrighted links on D2L. I have copies of the recommended books that can be placed on reserve.

Schedule of Lectures and Readings

Proposed Course Schedule
Sociology 504: S01 Indigenous Issues in Canada
Winter 2020

Week

Topic

- | | | |
|----------|-------------------|--|
| 1 | January 15 | Introduction – No Readings <ol style="list-style-type: none">1. Voyageur, Cora J. and Brian Calliou. 2001. "Various Shades of Red: Multiculturalism in Canada's Aboriginal Community." <i>London Journal of Canadian Studies</i>. Vol. 16. 2000/2001 Pp. 103-118 2. Voyageur, Cora. 2020. Demographic Profile 3. Vowel, Chelsea. 2016. "Myth-busting." <i>Indigenous Writes: A Guide to First Nations, Metis and Inuit</i>. Winnipeg: Highwater Press. Pp. 115-168 |
| 2 | January 22 | Colonization and Government Policy <ol style="list-style-type: none">1. Reynolds, Jim. 2018. "Historical Background." in <i>Aboriginal Peoples and the Law: A Critical Introduction</i>. Vancouver: University of British Columbia Press. Pp. 30-56 2. Hall, D.J. 2015. "Shaping Canadian Indian Policy." in <i>Treaties to Reserves: The Federal Government and Native People in Territorial Alberta</i>. Montreal: McGill Queens University Press. Pp. 21-55. 3. Borrows, John. 2017. "Canada's Colonial Constitution." in <i>The Right Relationship: Reimagining the Implementation of Historical Treaties</i>. John Borrows and Michael Coyle. Toronto: University of Toronto Press. Pp. 17-38. |
| 3 | January 29 | Aboriginal and Treaty Rights <ol style="list-style-type: none">1. Calliou, Brian. 2006. "1899 and the Political Economy of Canada's North-West: Treaty 8 as a compact to Share and Peacefully Co-Exist." in <i>Alberta Formed Alberta Transformed</i>. Michael Payne, Donald Wetherell and Catherine Cavanaugh (eds.) Calgary: University of Calgary Press. Pp. 301-331. 2. Reynolds, Jim. 2018. "Aboriginal Rights and Title." in <i>Aboriginal Peoples and the Law: A Critical Introduction</i>. Vancouver: University of British Columbia Press. Pp. 85-115. |

3. Patzer, Jeremy. 2014. "Even when We're Winning, Are We Losing? Metis Rights in Canadian Courts." in Christopher Adams, Greg Dahl and Ian Peach (eds.) *Metis in Canada: History, Identity and Politics*. Edmonton: University of Alberta Press. Pp. 307-336.

4. **February 5 Spirituality**

5. **February 12 (In)Justice System**
 1. Razack, Shereen 2016. "'People Die': A Killing Indifference." *Dying for Improvement: Inquests and Inquiries into Indigenous Deaths in Custody*. Toronto: University of Toronto Press. Pp. 112-135.

 2. Kaiser-Derrick, Elspeth. 2019. "Listening to what the Criminal Justice System Hears." in *Implicating the System: Judicial Discourses in the Sentencing of Indigenous Women*. Winnipeg: University of Manitoba Press. Pp. 1-39.

 3. Talaga, Tanya. 2017. "Prologue and Notes from a Blind Man." in *Seven Fallen Feathers: Racism, Death and Hard Truths in a Northern City*. Toronto: House of Anansi Press. Pp. 1-47.

6. **February 19 Reading Week No Readings**

7. **February 26 Environment and Resource Conflict**
 1. Manuel, Arthur and Ronald Derrickson. 2015. The Battle in the Forest: The Trade in Indian Trees. in *Unsettling Canada: A National Wake up Call*. Toronto: Between the Lines Press. Pp. 115-136.

 2. Manuel, Arthur and Ronald Derrickson. 2015. Sun Peaks to Geneva: Playgrounds and Fortresses. in *Unsettling Canada: A National Wake up Call*. Toronto: Between the Lines Press. Pp. 137-153.

 3. McGregor, Deborah. 2015. "All Our Relations: Aboriginal Perspectives on Environmental Issues in Canada." in *Visions of the Heart: Issues Involving Aboriginal Peoples in Canada*. Don Mills: Oxford University Press. Pp. 21-50.

8. **March 4 Economic**
 1. Calliou, Brian and Cora Voyageur. 2007. "Economic Development and the Struggle for Self-Government." in *Power and Resistance: Critical Thinking about Canadian Social Issues*. Les Samuelson and Wayne Antony (eds.) Halifax: Fernwood Press. Pp. 135-160.

2. McKinnon, Shauna. 2015. *Decolonizing Employment: Aboriginal Inclusion in Canada's Labour Market*. Winnipeg: University of Manitoba Press. Pp. 9-50
 3. Kayseas, Robert. 2016. "Leadership Success in Overcoming the Environmental Constraints to Indigenous Entrepreneurial Activity." in *Restoring Indigenous Leadership: Wise Practices in Community Development*. Cora Voyageur, Laura Brearley and Brian Calliou (eds.). Banff: Banff Centre Press. Pp. 233-266.
9. **March 11 Social: Health**
1. Martin Cooke and David Long. 2015. "Moving beyond the Politics of Aboriginal Well-being, Health and Healing." *Visions of the Heart: Canadian Aboriginal Issues*. David Long and Olive Dickason (eds.). Don Mills: Oxford University Press Pp. 292-327
 2. Boyer, Yvonne. 2014. "Health Determinants." *Moving Aboriginal Health Forward: Discarding Canada's Legal Barriers*. Saskatoon: Purich Press. Pp. 15-28
 3. Boyer, Yvonne. 2014. "Aboriginal Society and Good Health." *Moving Aboriginal Health Forward: Discarding Canada's Legal Barriers*. Saskatoon: Purich Press. Pp. 29-55
10. **March 18 Women**
1. Voyageur, Cora. 2015. "First Nations Women in Canada." *Visions of the Heart: Canadian Aboriginal Issues*. David Long and Olive Dickason. Don Mills: Oxford University Press. Pp. 213 – 237.
 2. Palmater, Pamela. 2016. "Shining Light on the Dark Place: Addressing Police Racism and Sexualized Violence Against Indigenous Women and Girls in the National Inquiry." *Canadian Journal of Women and the Law*, Vol. 28 No. 2. Toronto: University of Toronto Press. Pp. 253-284.
 3. Meijer Drees, Laurie. 2013. "Working in Health Care: Aboriginal Nurses and Caregivers." *Healing Histories: Stories from Canada's Indian Hospitals*. Edmonton: University of Alberta Press. Pp. 143-167.
11. **March 25 Residential Schools**
1. Sellers, Bev. 2013. "St. Joseph's Mission = Prison." *They called me Number One*. Vancouver: Talon Books. Pp. 29-69.
 2. Miller, J.R. 2017. *Residential Schools and Reconciliation: Canada Confronts its History*. Toronto: University of Toronto Press. Part 1: Pp. 11-94

3. Miller, J.R. 2017. *Residential Schools and Reconciliation: Canada Confronts its History*. Toronto: University of Toronto Press. Part 2: Pp. 97-184

12 **April 1 Truth and Reconciliation**

1. Miller, J.R. 2017. *Residential Schools and Reconciliation: Canada Confronts its History*. Toronto: University of Toronto Press. Part 3: Pp. 185-272
2. Truth and Reconciliation Commission. 2015. "The Challenge of Reconciliation." *The Final Report of the Truth and Reconciliation Commission of Canada: Canada's Residential Schools*. Winnipeg: University of Manitoba Press. Pp. 19-43.
3. Truth and Reconciliation Commission. 2015. "From Apology to Action: Canada and the Churches." *The Final Report of the Truth and Reconciliation Commission of Canada: Canada's Residential Schools*. Winnipeg: University of Manitoba Press. Pp. 81-116.

13. **April 8 Resurgence**

1. Simpson, Leanne B. 2017. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press.

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| Part 1. | Chapters 1-4 | Pp. 11-70 |
| Part 2 | Chapters 5-8 | Pp. 71-144 |
| Part 3. | Chapters 9-12 | Pp. 145-232 |

14 **April 15 What have we learned?**

1. Saul, John Ralston. 2014. *The Comeback*. Toronto: Penguin Books.

Methods of Assessment and Grading Weights

Presentation

25%

Students must make a presentation in class. The presentation will be based on a historical or contemporary issue. The issue can be historical (*Indian Act or other policies*) or contemporary (Missing and Murdered Indigenous Women) and should be approximately 45 minutes long. 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.) to fellow students and then to lead a class discussion. Students are also encouraged to complement their presentation with additional materials such as photographs, illustrations, maps, flowcharts, music, quizzes, etc. Be creative!

Article Reviews

20%

Students will present 4 article/book chapter reviews throughout the term. Students will write a two-page written review to accompany the presentation and discussion of the article/ book chapter to the class.

Term Paper Proposal

5%

Students will write a term paper proposal on an Indigenous issue and will submit it for approval. The proposal will introduce the issue, provide a brief literature review provide argumentation on how why this issue must be addressed.

Peer Review Assignment.

20%

Students must read two papers from fellow students and give constructive feedback. The author will use this feedback to strengthen their paper before it is handed in to me for a final grade.

Term Paper

30%

The student must write a 25-page term paper based on the proposal.

Final Exam Information

There is no final exam in this course.

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- | 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. |

Passing Grades

Students must obtain a grade in all the components of this course to receive a passing 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 re-assessed grade may be raised, lowered, or remain the same.

Technology Use

Please use laptop computer for notetaking only. Ensure that cellphones are turned off during class. You will have a break during the class.

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

You can rephrase this to fit your purposes but bear in mind that instructors cannot require doctors' notes, and the link to the calendar information about documentation must be included.

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.