



SOCI 601:03 Topics in Sociology: Indigenous Issues in Canada (Integrative Seminar)			
Pre/Co-Requisites	Consent of the Department		
Instructor:	Dr. Cora J. Voyageur	Lecture Location:	SS 921
Phone:	403 220 6507	Lecture Days/Time:	Tuesday 2:00 – 4:45
Email:	voyageur@ucalgary.ca		
Office:	SST 906		
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. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining to assignments or exams. If you have a course-related question, please check the course outline first. 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>		

Course Description

This is a graduate course 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

realm.

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. Restorying 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.

PROPOSED SCHEDULE OF LECTURES AND READINGS

Week	Date	Topic
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1.	September 6	Introduction NO READINGS
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2.	September 13	Who are the Indigenous People of Canada
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Readings:

1. Voyageur, Cora J. and Brian Calliou. 2001. "Various Shades of Red: Multiculturalism in Canada's Aboriginal Community." *London Journal of Canadian Studies*. Vol. 16. 2000/2001 Pp. 103-118
2. Voyageur, Cora. 2015. "Indigenous Leadership and Approaches to Community Development." in *Restorying Indigenous Leadership: Wise Practices in Community Development*. Cora Voyageur, Laura Brearley and Brian Calliou (eds.). Banff: Banff Centre Press. Pp. 3-30.
3. Vowel, Chelsea. 2016. "Myth-busting." *Indigenous Writes: A Guide to First Nations, Metis and Inuit*. Winnipeg: Highwater Press. Pp. 115-168

3.	September 20	Colonization and Government Policy
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Readings:

1. Reynolds, Jim. 2018. "Historical Background." in *Aboriginal Peoples and the Law: A Critical Introduction*. Vancouver: University of British Columbia Press. Pp. 30-56
2. Hall, D.J. 2015. "Shaping Canadian Indian Policy." in *Treaties to Reserves: The Federal Government and Native People in Territorial Alberta*. Montreal: McGill Queens University Press. Pp. 21-55.
3. Borrows, John. 2017. "Canada's Colonial Constitution." in *The Right Relationship: Reimagining the Implementation of Historical Treaties*. John Borrows and Michael Coyle. Toronto: University of Toronto Press. Pp. 17-38.

4. September 27 **Aboriginal and Treaty Rights**

Readings:

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 *Alberta Formed Alberta Transformed*. 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 *Aboriginal Peoples and the Law: A Critical Introduction*. 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.

5. October 4 **(In)Justice System**

Readings:

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. October 11 **First Contact** No Readings Term Paper Proposal Due

7. October 18 **Environment and Resource Conflict**

Readings:

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, D. 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. 21-50.

8. October 25 **Economic Development**

Readings:

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. [L] [SEP]

2. Kayseas, Robert. 2015. “Leadership Success in Overcoming the Environmental Constraints to Indigenous Entrepreneurial Activity.” in *Restorying Indigenous Leadership: Wise Practices in Community Development*. Cora Voyageur, Laura Brearley and Brian Calliou (eds.). Banff: Banff Centre Press. Pp. 233-266. [L] [SEP]
3. Brian Calliou and Cynthia Wesley-Esquimaux. 2015. “A Wise Practices Approach to Community Development in Canada.” in *Restorying Indigenous Leadership: Wise Practices in Community Development*. Cora Voyageur, Laura Brearley and Brian Calliou (eds.). Banff: Banff Centre Press. Pp. 31-60. [L] [SEP]

9 November 1 **Health** **Presentations begin today**

Readings:

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 [L] [SEP]
2. Boyer, Yvonne. 2014. “Health Determinants.” *Moving Aboriginal Health Forward: Discarding Canada’s Legal Barriers*. Saskatoon: Purich Press. Pp. 15-28 [L] [SEP]#1
3. Boyer, Yvonne. 2014. “Aboriginal Society and Good Health.” *Moving Aboriginal Health Forward: Discarding Canada’s Legal Barriers*. Saskatoon: Purich Press. Pp. 29-55 [L] [SEP]#2

10 November 8 **Reading Week** **No Readings**

11. November 15 **Women** **Presentations continue**

Readings:

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. [L] [SEP]
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. Voyageur, Cora. 2015. “Restorying the Leadership Role: Indigenous Women in Business and Politics in Canada.” in *Restorying Indigenous Leadership: Wise Practices in Community Development*. Cora Voyageur, Laura Brearley and Brian Calliou (eds.). Banff: Banff Centre Press. Pp. 129-154. [L] [SEP]

12. November 22 **Residential Schools** **Presentations continue**

Readings:

1. Sellers, Bev. 2013. “St. Joseph’s Mission = Prison.” *They called me Number One*. Vancouver: Talon Books. Pp. 29-69. [L] [SEP]
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

13 November 29 **Truth and Reconciliation** **Presentations continue (if needed)**

Readings:

1. 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
2. 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.

14 December 6 **Field Trip/Cultural Event** **No Readings**

Methods of Assessment and Grading Weights

Term Paper Proposal 10%

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. **Due Date: October 11 (in class)**

Article Reviews 20% (5% for each assignment)

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. **Due Date: Assigned throughout term**

Presentation 30%

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! **Presentations begin on November 1**

Peer Review Assignment 10%

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. **Due Date: November 29 (in class)**

Term Paper 30%

The student must write a 30-page term paper based on the proposal Submission **Date: December 13 (submit via Dropbox by 12:00 pm)**

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 - superior performance showing comprehensive understanding of the subject matter
A-	85 – 89.99%	3.7	Very good performance
B+	80 – 84.99%	3.3	Good performance
B	75 – 79.99%	3.0	Satisfactory performance
B-	70 – 74.99%	2.7	Minimum pass for students in the Faculty of Graduate Studies
C+	67 – 69.99%	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.

Passing Grades

Students must obtain a grade for all components of this course to receive a passing grade.

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.

Students May Audio or Video Recorded

Students cannot audio record or video record the lectures.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website, go to: <https://library.ucalgary.ca>

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or

distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

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. 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

<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

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 Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student 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 supports 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 the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:
<http://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.

