

**Anthropology 310**  
**Contemporary Indigenous Issues in Canada**  
**Department of Anthropology and Archaeology, University of Calgary**  
**Winter 2019**

**Location:** ES702

**Time:** Tuesday & Thursday 9:30-10:45 AM

**Instructor:** Dr. Jennifer Leason

**Email:** [Jennifer.leason@ucalgary.ca](mailto:Jennifer.leason@ucalgary.ca)

**Office:** ES 752

**Office Hours:** Tuesday/Thursday 11:00 AM- 12:30 PM or by appointment.

**Teaching Assistant:** Sharon Ann Foster, PhD Candidate

**Office:** ES 752

**Tutorial Hours:**

**PREREQUISITES:** Anth 201 or 213

**BIOGRAPHY:**

Boozhoo, Way, Greetings. My name is Jennifer Leason and I am a Saulteaux Métis Anishinaabe Kwe and my Indigenous roots are from Duck Bay and Camperville Manitoba. I am a member of the Pine Creek Indian Band, Manitoba and I am grateful to the Treaty seven people for in whose traditional territory we have the privilege to play, work and study. I am passionate about Indigenous peoples' contemporary issues and look forward to our semester and journey together.

**COURSE OVERVIEW:**

The following course is an in-depth examination of contemporary Indigenous affairs in Canada. It includes a critical examination of racism, colonialism and Indigeneity in Canada. This course aims to stimulate critical thought processes and engage students to examine Indigenous historical, social, political and economic contexts as it relates to identity, colonization, land and environment, rights and citizenship, culture, gender, family, kinship and belonging, violence and criminality, poverty, health, including social determinants, health, resistance and reconciliation. Although this course is to engage student's to think critically about Indigenous "issues", it also encourages students to take a strength-based (rather than deficit) perspective by including Indigenous perspectives of strength, persistence, resilience, revitalization, relationships, and reconciliation.

**COURSE OBJECTIVES AND INTENDED LEARNING OUTCOMES**

Upon completing the course students should possess:

- 1) Outline and discuss in an informed way, issues and topics related to Indigenous peoples issues related to identity and gender, land and environment, rights and citizenship, culture, family, kinship and belonging, violence and criminality, poverty and social determinants, health and resistance.
- 2) Apply course reading to contemporary issues in mainstream Canadian and Indigenous media.
- 3) Conduct research and compile information and research into a term paper.
- 4) Present information and ideas through leadership, public speaking, and engaging an audience in a discussion on Indigenous affairs.
- 5) Apply an intercultural understanding, empathy and respect towards Indigenous peoples in Canada and Internationally.

**REQUIRED TEXTS & READINGS**

Cannon, Martin J. and Lina Sunseri (Editors)

2018 Racism, Colonialism, and Indigeneity in Canada. Oxford University Press. Don Mills, ON. Canada.

Long, David and Olive Patricia Dickason

2016 Visions of the Heart: Issues Involving Aboriginal Peoples in Canada. Oxford University Press. Don Mills, ON. Canada.

### ADDITIONAL READINGS

National Collaborating Center Aboriginal Peoples Health:

<https://www.cnsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf>

United Nations Declaration on the Rights of Indigenous Peoples:

[http://www.un.org/esa/socdev/unpfi/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfi/documents/DRIPS_en.pdf)

Truth and Reconciliation Calls to Action (2015).

<http://www.trc.ca/websites/trcinstitution/index.php?p=905>

Links to additional readings will be made available on D2L.

### LINKS TO CURRENT EVENTS

Aboriginal Peoples Television Network (APTN): <http://aptn.ca>

Animiiki: Indigenous News River: <http://www.animiki.com/news-river>

Calgary Herald: Indigenous Issues: <http://calgaryherald.com/tag/indigenous-issues>

CBC News/Indigenous: <http://www.cbc.ca/news/indigenous>

First Nations Drum: <http://www.firstnationsdrum.com>

Global News: Aboriginal: <https://globalnews.ca/tag/aboriginal/>

Huffington Post: Canada First Nations: <http://www.huffingtonpost.ca/news/canada-first-nations/>

Leader Post: Indigenous Issues: <http://leaderpost.com/tag/indigenous>

Makook: [www.makook.com](http://www.makook.com)

National Post: Indigenous Issues: <http://nationalpost.com/tag/indigenous-issues>

The Guardian: International Indigenous Affairs: <https://www.theguardian.com/world/indigenous-peoples>

Turtle Island News: <http://theturtleislandnews.com>

Windspeaker: <http://www.windspeaker.com>

### FORMAT OF THE CLASS:

The format of the class is student-directed seminar and is based on a “flipped classroom” model. A flipped classroom is where students are expected to have read the reading PRIOR TO coming to class. Class time is used to further our understanding of the content through participatory learning and application of higher-order thinking.

A student-directed seminar is where students will prepare an overview (mini-lecture) on the reading and lead their fellow students in a class-based discussion on the reading and applicable current events.

The reason for the format of a student-directed seminar is based on how we learn (Glasser 1981):

10% of what we READ

20% of what we HEAR

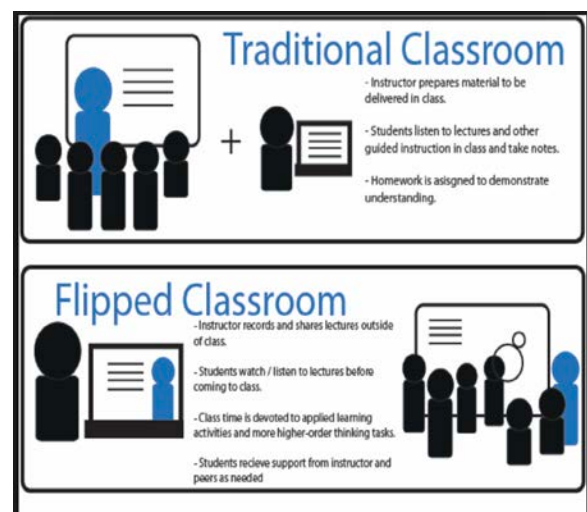
30% of what we SEE

50% of what we SEE and HEAR

70% of what is DISCUSSED with OTHERS

80% of what is EXPERIENCED PERSONALLY

95% of what we TEACH TO SOMEONE ELSE



**COURSE BREAKDOWN OF GRADES:**

Percentage	Description	Overview/ Options
30%	10 quizzes @ 3% each	Weekly quizzes will be uploaded to D2L on Sunday 12:00 noon and run until the following Sunday at 12:00 noon. The quizzes will be based on the week's readings and aim to ensure students have read the class materials in advance and come to class prepared to engage with others and contribute to group learning and understanding.
10%	In-class Presentation Chose from one of the below readings and come to class prepared to do a 5-minute INGNIT session	Using the Ignite Format, you will each present your section of the report in maximum 5 minutes. <a href="http://www.ignitetalks.io">http://www.ignitetalks.io</a>  Lead a 5 minute ignite presentation <ul style="list-style-type: none"> <li>➤ Preparation: be concise, thorough and to the point!</li> <li>➤ Includes overview of the key themes in the reading.</li> </ul>
25%	25% Individual Term Paper: Summary of your portion of the research project	Research and compile a 10-12-page term paper on a contemporary issue of your choice. The paper will include: Who & Where: demographics, culture, languages, location, land, settlement/reserves, territory <ul style="list-style-type: none"> <li>➤ WHAT: Introduction to the topic: what is the topic? Provide an in-depth overview of the issue being discussed.</li> <li>➤ WHO: Discussion of the population. Provide an in-depth description of the peoples, bands, communities, Nations, including culture, language, customs/ religion, beliefs, kinship, etc.</li> <li>➤ WHERE: Where is this issue located? Include an in-depth overview of location, land, settlement/reserves, territory, social, political and economic organization</li> <li>➤ WHEN: what is the timeline or description of the events in relation to time, space and place.</li> <li>➤ WHY: how is this topic relevant and important within contemporary Indigenous affairs? What are the strengths and challenges related to the topic being discussed</li> <li>➤ CONCLUSION: discuss, in an informed way how this issue has shaped your current (and past) understanding of Indigenous affairs.</li> </ul>
10%	5% Reconciliation Patchwork 5% 1 page summary: <i>What does reconciliation mean to me?"</i>	In the spirit of reconciliation, students are asked to create a <b>4x4 inch square patch</b> that reflects who they are as individuals, which are then stitched together in the spirit of community or 'the fabric of society and change'. <i>The patch reflects: "What does reconciliation mean to me?"</i>

25%	Final- Date set by U of C	Multiple choice, Definitions, Fill in the blanks/matching Short Answer/Essay
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**TERM PAPER EVALUATION GUIDE:**

The following criteria are used to evaluate and grade papers in courses taught by Dr. Jennifer Leason

- i. Introduction: Initial definition of topic and statement of general thesis to be developed or argued. It is clear from the introduction what this essay is about, what the main sub-topics are, and what the author’s position is. \_\_\_/5
- ii. Organization and Presentation. Are the parts of this essay (including introduction, body and conclusion, paragraphs, ideas, concepts and arguments) arranged into a coherent whole? Is the essay neat and set out in a consistent (**AAA format**) format. Are there few or no typos or misspelled words? \_\_\_/10
- iii. Understanding and Interpretation of resources (class discussion, activities, readings, literature, videos, guest speakers, etc.). Is it clear that the author writes from a position of knowledge? Does the author know what he or she is talking about? \_\_\_/10
- iv. Creativity and Courage. Does this paper contribute new and original ideas? Is the essay thoughtful and thought provoking? Is there personal potential for application? \_\_\_/10
- v. Overall impression of the essay. The term essay comes from the French word that means to try. As try been put into this work? \_\_\_/5

Total: \_\_\_/40 \_\_\_% Grade Assigned: \_\_\_

**GRADING CHART:**

90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)

**DRAFT COURSE OUTLINE:**

DATE	READINGS	PRESENTED BY
Jan 10	Introductions Overview of syllabus: course, grades, grading & expectations. Teaching Philosophy	Dr. Jennifer Leason
<b>DUE JANUARY 15: Choose a reading for your in-class IGNITE presentation: Sign-up sheet is posted on ES 752.</b>		
<b>WEEK ONE: INDIGENOUS EPISTEMOLOGIES</b>		
<b>1 QUIZ Sunday January 13 to Sunday January 20<sup>th</sup> on the content in week one.</b>		
Jan 15	Anishinaabe Creation All our Relations	Leason, Jennifer

Indigenous Epistemologies		
<a href="https://www.facebook.com/parliamentofreligions/videos/324815271666134/UzpfSTY3Nzk5MDY0MjoxMDE2MjE1NDg0MjU1MDY0Mw/">https://www.facebook.com/parliamentofreligions/videos/324815271666134/UzpfSTY3Nzk5MDY0MjoxMDE2MjE1NDg0MjU1MDY0Mw/</a> Elder Jim Dumont: 1:10:07- 1:54:43		
Jan 17	Family, relationship, 3 Sisters: corn, bean & squash: connectedness, Two row wampum, Water drum teaching, First Mother: Mother Earth	Elder Kevin Deer Haudensaunee Ceremonial Leader
1:37:02-2:20:03 Building Bridges across Boundaries: Promoting Peace and Harmony to Achieve the Sustainable Development Goals.		
<a href="http://webtv.un.org/search/building-bridges-across-boundaries-promoting-peace-and-harmony-to-achieve-the-sustainable-development-goals/4741052427001/?term=building+bridges+across+boundaries&amp;sort=date&amp;fbclid=IwAR23wGumLo1M00WSthKW XWhuuYgUVIYIULJ4xepFrg7F7UTWyFspg28ROb0#.WxiisyWEV2U.facebook">http://webtv.un.org/search/building-bridges-across-boundaries-promoting-peace-and-harmony-to-achieve-the-sustainable-development-goals/4741052427001/?term=building+bridges+across+boundaries&amp;sort=date&amp;fbclid=IwAR23wGumLo1M00WSthKW XWhuuYgUVIYIULJ4xepFrg7F7UTWyFspg28ROb0#.WxiisyWEV2U.facebook</a>		
<b>WEEK TWO: THEORETIC FOUNDATIONS</b>		
<b>2 QUIZ Sunday January 20<sup>th</sup> to Sunday January 27<sup>th</sup> on the content in week two.</b>		
Jan 22	Chapter 4: M. B. Castellano. Elders Teachings in the Twenty-First Century: Personal Reflection. Long & Dickason (2015). Pg 80-97.	Leason, Jennifer
	Chapter 1: T. Alfred. Colonial Stains on Our Existence. Cannon & Sunseri (2018). Pg 3-10.	
	Chapter 2: L. Simpson. Looking after Gdoonaaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships. Cannon & Sunseri (2018). Pg 11-16.	
Jan 24	Teepee Teaching, Seven Anishinabeg Teachings	Leason, Jennifer
	Chapter 3: Deborah Doxtator. "The Idea of Indianness" and Once Upon a Time the Role of Indians in History. Cannon & Sunseri (2018). Pg 21-25.	
	Chapter 4: Thomas King. Too Heavy to lift. Cannon & Sunseri (2018). Pg 26-30.	
<b>WEEK THREE: INDIGENOUS POLITICS RACE, TERRITORIALITY AND PEOPLEHOOD</b>		
<b>3 QUIZ Sunday January 27<sup>th</sup> to Sunday February 3<sup>rd</sup> on the content in week three.</b>		
Jan 29	Chapter 2: David Newhouse and Yale Belanger. The Canada Problem in Aboriginal Politics. Long & Dickason (2016). Pg 51-77.	Leason, Jennifer
	Chapter 5: Bonita Lawrence. Rewriting Histories of the Land: Colonization and Indigenous Resistance in Eastern Canada Cannon & Sunseri. (2018). Pg. 35-46.	
	Chapter 6: C Andersen Indigenous Nationhood. Cannon & Sunseri (2018) Pg 47-60	

Jan 31	Chapter 8: Don Kerr and Roderick Beaujot. Aboriginal Demography. Long & Dickason (2015). Pg. 179-208.	Leason, Jennifer
	Chapter 7: Martin J. Cannon. Race Matters: Sexism, Indigenous Sovereignty and McIvor. Cannon & Sunseri (2018). Pg. 63-69.	
<b>WEEK FOUR: INDIGNEOUS IDENTITIES RACIALIZATION, GENDER &amp; HETEROPATRIARCHY</b>		
<b>4 QUIZ Sunday February 3<sup>rd</sup> to February 10<sup>th</sup> on the content in week four.</b>		
Feb 5	Writing a Term Paper AAA, Essay Format/outline	Leason, Jennifer Foster, Sharon
Feb 7	Chapter 6: First Nations Women in Canada. Long & Dickason (2015). Pg 127-151	Leason, Jennifer
	Chapter 7: Martin J. Cannon. Race Matters: Sexism, Indigenous Sovereignty and McIvor. Cannon & Sunseri (2018). Pages 63-69	
	Chapter 8: Chris Finley. Decolonizing the Queer Native Body (and Recovering the Native Bull-Dyke): Bringing “Sexy Back” and out of Native Studies’ Closet Cannon & Sunseri (2018). Pages 70-78	
<b>WEEK FIVE: INDIGNEOUS IDENTITIES RACIALIZATION, GENDER &amp; HETEROPATRIARCHY</b>		
<b>5 QUIZ Sunday February 10<sup>th</sup> to February 17<sup>th</sup> on the content in week five.</b>		
Feb 12	Chapter 13: The Failed Foreign System of Criminal Justice and the Problem within Canada. Long & Dickason (2015). Pg 351-373.	Leason, Jennifer
	Chapter 17: Patricia Monture-Okanee & Joyce Green. From Stonechild to Social Cohesion: Antiracist Challenges for Saskatchewan Cannon & Sunseri. (2018). Pg 169-176.	
Feb 14	Missing and Murdered Indigenous Women	Leason, Jennifer
	Chapter 9: Fay Blaney. Aboriginal Women’s Action Network Cannon & Sunseri (2018). Pg. 81-89.	
	Chapter 10: Anita Olsen Harper. Sisters in Spirit. Cannon & Sunseri (2018). Pg. 90-102.	
<b>February 17-24 MID-TERM BREAK</b>		
<b>FEBRUARY 26<sup>th</sup>, 2019 DUE: TERM PAPER 10-12 PAGES 25% of FINAL GRADE</b>		
<b>WEEK SIX: FAMILY, BELONGING AND DISPLACEMENT</b>		
<b>6 QUIZ Sunday February 24<sup>th</sup> to March 3<sup>rd</sup> on the content in week six.</b>		
Feb 26	Chapter 5: Kim Anderson and Jessica Ball. Foundations: First Nation and Métis Families. Long & Dickason (2015). Pages 99-126.	Leason, Jennifer

	Chapter 11: Shandra Spears. Strong Spirit, Fractured Identity: An Ojibway Adoptee's Journey to Wholeness.. Cannon & Sunseri (2018).Pages 105-110	
	Family is Forever National Collaboarting Centre for Aboriginal Health	
	Chapter 11: Shandra Spears. Strong Spirit, Fractured Identity: An Ojibway Adoptee's Journey to Wholeness.. Cannon & Sunseri (2018). Pages 105-110	
Feb 28	Culture and Language as a determinant of health, well being and Identity	Leason, Jennifer
	Culture and Language as a Social Determinant of Health. National Collaborating Centre for Aboriginal Health	
	Chandler and Lalonde.	
<b>WEEK SEVEN: INDIGNEOUS RIGHTS, CITIZENSHIP, NATIONALISM &amp; LEADERSHIP</b>		
<b>7 QUIZ Sunday March 3<sup>rd</sup> to March 10<sup>th</sup> on the content in week seven.</b>		
March 5	Chapter 7: John Swift and Lee Miracle. Indigenous Men: Masculinity and Leadership. Long & Dickason (2015). Pg 152-177.	Leason, Jennifer
	Chapter 12: Lynn Gehl. Protecting Indian Rights for Indian Babies: Canada's "Unstated Paternity". Cannon & Sunseri. (2018). Pages 111-122	
March 7	Chapter 2: Deborah McGregor. All Our Relations: Aboriginal Perspectives on Environmental Issues in Canada. Long & Dickason (2015). Pg 21-49	Leason, Jennifer
	Chapter 13: Bonita Lawrence. Aboriginal Title and Comprehensive Claims. Cannon & Sunseri (2018). Pages 125-133	
<b>PART EIGHT: DECOLONIZING INDIGNEOUS EDUCATION- INDIGENIZATION</b>		
<b>8 QUIZ Sunday March 10<sup>th</sup> to March 17<sup>th</sup> on the content in week eight.</b>		
March 12	Indian Control of Indian Education Decolonizing Educaiton	Leason, Jennifer
	Chapter 15: Verna St Denis. Rethinking Culture Theory in Aboriginal Education Cannon & Sunseri. (2018). Pages 147-156	
March 14	Chapter 10: Jan Hare and Sara Florence Davidson. Learning From Indigenous Knowledges in Education. Long & Dickason (2015). Pg 241-262.	Leason, Jennifer
<b>WEEK NINE: HEALTH</b>		
<b>9 QUIZ Sunday March 17<sup>th</sup> to March 24<sup>th</sup> on the content in week nine.</b>		
March 19	Chapter 12: Martin Cooke and David Long. A Way Forward in Efforts to Support the Health and Well-Being of Canada's Aboriginal Peoples.	Leason, Jennifer

	Long & Dickason (2015). Pg 291-317	
	Chapter 21: S. Brascoupé & C. Waters. Cultural Safety: Exploring the Applicability of the Concept of Cultural Safety. Cannon & Sunseri. (2018). Pg 207-213	
	Chapter 22: Billie Allan and Janet Smylie The Role of Racism in the Health and Well-Being of Indigenous Peoples in Canada Cannon & Sunseri. (2018). Pages 214-228	
March 21	Leason, Jennifer: Health Disparities and Inequities Exploring the Complex Contexts of Indigenous Maternal Child and Reproductive Health. Opioid Overdose and Acute Toxicity Deaths Mental Health and Wellbeing	Leason, Jennifer
<b>WEEK TEN: SOCIAL DETERMINANTS OF HEALTH</b>		
<b>10 QUIZ Sunday March 24<sup>th</sup> to March 31<sup>st</sup> on the content in week ten.</b>		
National Collaborating Centre for Aboriginal Health : <a href="https://www.ccsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf">https://www.ccsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf</a>		
March 26	Social Determinants of Indigenous Peoples Health	Leason, Jennifer
	Chapter 19: Pamela Palmater/ Chapter 20: Cyndy Baskin. "Why Are We Idle No More?"/ Aboriginal Youth Talk about Structural Determinants as the Causes of Their Homelessness. Cannon & Sunseri. (2018). Pages 190-204	
March 28	Social Determinants of Indigenous Peoples Health	Leason, Jennifer
	Colonialism as a SDH	
	Housing as a SDH	
	Employment as a SDH	
	Income as a SDH	
	Economic Development as SDH	
<b>WEEK ELEVEN: RESISTANCE &amp; RECONCILIATION</b>		
April 2	Truth and Reconciliation Commission of Canada. <a href="http://www.trc.ca/websites/trcinstitution/index.php?p=905">http://www.trc.ca/websites/trcinstitution/index.php?p=905</a>	Leason, Jennifer
	Chapter 11: Jonathan Dewar. Art and Reconciliation. Long & Dickason (2015). Pg 263-289.	Leason, Jennifer
	TRC. Calls to Actin (2015)	
April 4	Chapter 15: David Newhouse and David Long. Reconciliation and a Way Forward: A Concluding Dialogue. Pg. 374-388.	Leason , Jennifer
	Chapter 23: Leanne Betasamosake Simpson. Fish Broth and Fasting. Cannon & Sunseri. (2018). Pg 207-213	



	Chapter 24: Jeff Cortassel and Cheryl Bryce. Practicing Sustainable Self-Determination: Indigenous Approached to Cultural Restoration and Revitalization. Cannon & Sunseri. (2018). Pg 233-238.	
<b>WEEK TWELVE: SUMMARY</b>		
<b>DUE APRIL 9, 2019: RECONCILIATION PATCHWORK &amp; 1-PAGE SUMMARY 10%: What does reconciliation mean to me?</b>		
April 9	Sharing: Reconciliation Patchwork Class summary Review for Final	Leason, Jennifer
April 11	Last Class: Celebratory Feast and closing prayer	
April 12	<b>Last day of classes</b>	
April 15	<b>Start of Exams</b>	
<b>TBD: FINAL 25% REGISTRAR-SCHEDULED EXAM</b>		

**DRAFT LIST OF READINGS AND DATES**  
(All readings will be finalized first week of class once registration is completed)

<b>Date</b>	<b>Reading</b>	<b>Name</b>
January 22	Chapter 1: Taiaiake Alfred. Colonial Stains on Our Existence. Cannon & Sunseri (2018). Pg 3-10.	
	Chapter 2: Leanne Simpson. Looking after Gdoonaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships. Cannon & Sunseri (2018). Pg 11-16.	
January 24	Chapter 3: Deborah Doxtator. "The Idea of Indianness" and Once Upon a Time the Role of Indians in History. Cannon & Sunseri (2018). Pg 21-25.	
	Chapter 4: Thomas King. Too Heavy to lift. Cannon & Sunseri (2018). Pg 26-30.	
January 29	Chapter 5: Bonita Lawrence. Rewriting Histories of the Land: Colonization and Indigenous Resistance in Eastern Canada Cannon & Sunseri. (2018). Pages 35-46	
	Chapter 6: Chris Andersen. Indigenous Nationhood Cannon & Sunseri. (2018). Pages 47-60	
January 31	Chapter 7: Martin J. Cannon. Race Matters: Sexism, Indigenous Sovereignty and McIvor. Cannon & Sunseri (2018). Pages 63-69	
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	Chapter 8: Chris Finley. Decolonizing the Queer Native Body (and Recovering the Native Bull-Dyke): Bringing “Sexy Back” and out of Native Studies’ Closet Cannon & Sunseri (2018). Pages 70-78	
February 12	Chapter 17: Patricia Monture-Okanee & Joyce Green. From Stonechild to Social Cohesion: Antiracist Challenges for Saskatchewan Cannon & Sunseri. (2018). Pg 169-176	
February 14	Chapter 9: Fay Blaney. Aboriginal Women’s Action Network Cannon & Sunseri (2018). Pages 81-89	
	Chapter 10: Anita Olsen Harper. Sisters in Spirit. Cannon & Sunseri (2018). Pages 90-102.Ch	
February 17-24: Reading Week		
February 26	Chapter 11: Shandra Spears. Strong Spirit, Fractured Identity: An Ojibway Adoptee’s Journey to Wholeness.. Cannon & Sunseri (2018).Pages 105-110	
	Family is Forever National Collaboarting Centre for Aboriginal Health	
	Chapter 11: Shandra Spears. Strong Spirit, Fractured Identity: An Ojibway Adoptee’s Journey to Wholeness.. Cannon & Sunseri (2018). Pages 105-110	
February 28	Culture and Language as a Social Determinant of Health. National Collaborating Centre for Aboriginal Health	
	Chandler and Lalonde.	
March 5	Chapter 12: Lynn Gehl. Protecting Indian Rights for Indian Babies: Canada’s “Unstated Paternity”. Cannon & Sunseri. (2018). Pages 111-122	
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	Chapter 22: Billie Allan and Janet Smylie The Role of Racism in the Health and Well-Being of Indigenous Peoples in Canada Cannon & Sunseri. (2018). Pages 214-228	
March 26	Chapter 19: Pamela Palmater/ Chapter 20: Cyndy Baskin. “Why Are We Idle No More?”/ Aboriginal Youth Talk about Structural Determinants as the Causes of Their Homelessness. Cannon & Sunseri. (2018). Pages 190-204	
March 28	Social Determinants of Indigenous Peoples Health <a href="https://www.ccsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf">https://www.ccsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf</a>	
	Colonialism as a SDH	
	Housing as a SDH	

	Employment as a SDH	
	Income as a SDH	
	Economic Development as SDH	
April 2	TRC. Calls to Action (2017) <a href="http://www.trc.ca/websites/trcinstitution/index.php?p=905">http://www.trc.ca/websites/trcinstitution/index.php?p=905</a>	
April 4	Chapter 23: Leanne Betasamosake Simpson. Fish Broth and Fasting. Cannon & Sunseri. (2018). Pg 207-213	
	Chapter 24: Jeff Cortassel and Cheryl Bryce. Practicing Sustainable Self-Determination: Indigenous Approached to Cultural Restoartion and Revitalization. Cannon & Sunseri (2018). Pg 233-238.	

### **PLAGIARISM AND CHEATING**

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

### **DEFERRED EXAMS:**

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

### **ACADEMIC ACCOMMODATIONS**

<http://www.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

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

### **ACADEMIC INTEGRITY**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student’s individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

### **TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!**  
Website: <http://www.ucalgary.ca/usri/>

### **Writing Across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

**Emergency Evacuation Assembly Points:** In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

### **Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act**

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

**Safewalk Information:** Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

**Faculty of Arts Program Advising and Student Information Resources:** Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)

Website: [arts.ucalgary.ca/undergraduate/](http://arts.ucalgary.ca/undergraduate/)

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca)

[arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca)

[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

**Ombudsman's office:** <http://www.ucalgary.ca/ombuds/>