

Department of Anthropology and Archaeology
Anthropology 399.12
Contemporary Indigenous Issues in Canada
Department of Anthropology and Archaeology, University of Calgary
Winter 2018

Location: ES702

Time: Tuesday & Thursday 11:00-12:15 PM

Instructor: Dr. Jennifer Leason

Email: Jennifer.leason@ucalgary.ca

Office: ES 752

Office Hours: Tuesday/Thursday 13:00-15:20 or by appointment.

Teaching Assistant:

Office:

Tutorial Hours:

Prerequisites – ANTH 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 introduction to contemporary Indigenous issues in Canada. It includes a critical examination of racism, colonialism and Indigeneity in Canada, and how Indigenous issues are situated within a global Indigenous perspective. 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, family, kinship and belonging, violence and criminality, poverty and social determinants, health and resistance.

COURSE OBJECTIVES AND INTENDED LEARNING OUTCOMES

Upon completing the course students should possess:

- 1) **Skill Development:** research, writing, compile information/research, presentation/sharing of information and ideas, leadership, public speaking, engaging an audience in a discussion on Indigenous issues.
- 2) **Skill Development:** An ability to work collaboratively through a student directed seminar and engage in conversations about contemporary Indigenous issues in a meaningful and informed way.
- 3) **Content Knowledge:** Broad understanding of issues and topics 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.
- 4) **Analysis Skills:** Enhanced understanding of Indigenous issues related to racism, colonialism and Indigeneity, including a critical, in-depth understanding of contemporary issues within a local Canadian and global context.
- 5) **Application:** 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.

LINKS TO CURRENT EVENTS

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

Animiiki: Indigenous News River: <http://www.animikii.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

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>

ADDITIONAL READINGS

National Collaborating Center Aboriginal Peoples Health:

<https://www.ccsna-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/unpfii/documents/DRIPS_en.pdf

Links to additional readings will be made available on D2L.

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

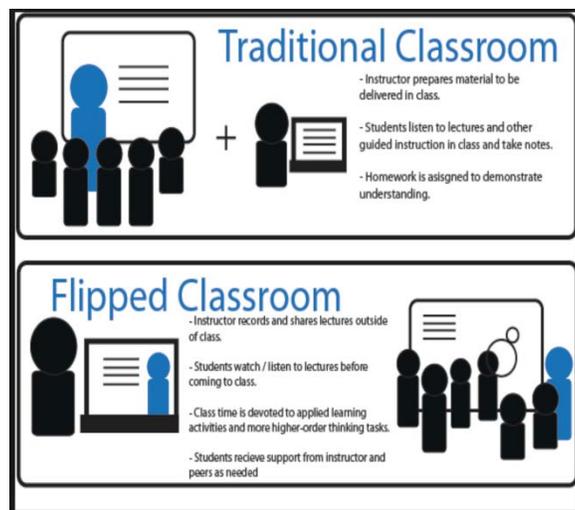
30% of what we SEE

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:

%	Description	Overview/ Options
5%	5% Reconciliation Patchwork	In the spirit of reconciliation, students are asked to create a 4x4 inch square patch that reflects who they are as individuals, which are then stitched together in the spirit of community or ‘the fabric of society and change’.
10%	Participation	2%: Attend each class and engage with others to contribute to group learning and understanding. Come to class prepared, having read the readings in advance. 8%: At the beginning of each week- you are required to send the TA 1-2 sentences, questions, comments, phrases, quotes, thoughts, etc. on the week’s readings/ discussions.
10%	Précis	1-2 page summary of the article/reading. Precise, concise and refined writing exercise.
25%	Student Directed Seminars 20-30 min: presentation/ overview of the article. 5-10 min: How is it relevant to a current event? 20-30 min: Lead a class discussion.	Present and Lead a student-discussion of the article <ul style="list-style-type: none"> ➤ Set goals of the seminar ➤ Preparation: power point or creative learning exercise to give a comprehensive overview of the reading: (who, what, where, when & why) ➤ Define key terms ➤ About the Author(s) ➤ Evaluation and a critical examination of the article. ➤ Compare the article/reading to a current event in the news, social media or social movements. How is this reading relevant or applicable to current events? KEY* We do not only want to look at “ <i>issues</i> ” that continue to pathologize Indigenous peoples through a deficit lens. Include strength based approached or organizations that are making a difference in addressing or improving the current issue.
10%	3-5 Discussion Questions	Create 3-5 discussion questions based on the article. Questions are used to generate discussion, breathe new life into a discussion, or increase the intensity by focusing on specific issues. Questions are one of the most important tools to engage learners in conversations, critical thinking and problem solving. Questions enhance our learning experience by communicating our own thoughts/ideas and engaging in dialogue/debate with others.
20%	Term Paper	6-10 Page discussion of a topic of your choice. May also include a reflective essay on experiential learning exercise (day 2) on Education and Reconciliation.
20%	Comprehensive Final Date set by U of C	Multiple Choice Definitions, fill in the blanks Short answer/essay

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:

A+	100 - 94.9%	B	79.8 - 74.9%	C-	62.8 – 58.9%
A	94.8 - 89.9%	B-	74.8 – 70.9%	D+	58.8 – 54.9%
A-	89.8 - 84.9%	C+	70.8– 66.9%	D	54.8 – 49.9%
B+	84.8 – 79.9%	C	66.8 – 62.9%	F	49.8% and below

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 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
Website: 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
arts2@su.ucalgary.ca
arts3@su.ucalgary.ca

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

COURSE OUTLINE:

DATE	PRESENTED READING (Canadian Perspectives)	STUDENT DIRECTED SEMINAR 20%	Complimentary Readings (Global Perspectives)
		3-5 DISCUSSION 10%	
Jan 9	Introductions: “WHO is your name” Overview of course & expectations. Teaching Philosophy Student Directed Seminar sign-up due by next class. Sign-up sheet is posted on my office door.	Dr. Jennifer Leason	
DUE JANUARY 11: Choose a reading for your Student-Directed Seminar			
Jan 11	Contemporary Indigenous Issues Education for reconciliation	Dr. Jennifer Leason	UNDRIP
DUE JANUARY 16: Reconciliation Patchwork			
PART ONE: THEORETICAL FOUNDATIONS			
Jan 16	Chapter 1: Taiaiake Alfred. Colonial Stains on our existence. Cannon & Sunseri Pages 3-10		Colonization Samson & Gigoux Pages 38-74
Jan 18	Chapter 2: Leanne Simpson Looking after Gdoo- naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships Cannon & Sunseri Pages 11-18		
PART TWO: NATION-BUILDING & THE DEEPLY RECIALIZED OTHER			
Jan 23	Chapter 3: Deborah Doxtator. “The Idea of Indianness” and Once Upon a Time the Role of Indians in History. Cannon & Sunseri Pages 21-25		Culture Samson & Gigoux Pages 177-198
DUE JANUARY 25: Précis (1-2 page summary) of your selected reading 10%			
PART THREE: RACE, TERRITORALITY AND PEOPLEHOOD			
Jan 25	Chapter 5: Bonita Lawrence. Rewriting Histories of the Land: Colonization and Indigenous Resistance in Eastern Canada Cannon & Sunseri Pages 35-46		Identity Samson & Gigoux Pages 1-37
Jan 30	Chapter 6: Chris Andersen. Indigenous Nationhood Cannon & Sunseri Pages 47-60		
Feb 1	Writing a Term Paper AAA, Essay Format/outline		
PART FOUR: RACIALIZATION, HETEROPATRIARCHY AND INDIGNEOUS IDENTITIES			
Feb 6	Chapter 7: Martin J. Cannon. Race Matters: Sexism, Indigenous Sovereignty and McIvor. Cannon & Sunseri Pages 63-69		Identity Samson & Gigoux Pages 1-37
Feb 8	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 Pages 70-78		
PART FIVE: GENDERED VIOLENCE			
Feb 13	Chapter 9: Fay Blaney. Aboriginal Women’s Action Network Cannon & Sunseri Pages 81-89	Leason away: led by TA	

Feb 15	Film: Finding Dawn Missing & Murdered Indigenous Women	Leason away: led by TA	
February 18-25 MID-TERM BREAK			
PART SIX: FAMMILY, BELONGING AND DISPLACEMENT			
Feb 27	Chapter 10: Anita Olsen Harper. Sisters in Spirit Cannon & Sunseri Pages 90-102		
March 1	Chapter 11: Shandra Spears. Strong Spirit, Fractured Identity: An Ojibway Adoptee's Journey to Wholeness.. Cannon & Sunseri Pages 105-110		Environment Samson & Gigoux Pages 112-145
Mar 6	Chapter 12: Lynn Gehl. Protecting Indian Rights for Indian Babies: Canada's "Unstated Paternity". Cannon & Sunseri Pages 111-122		
PART SEVEN: INDIGNEOUS RIGHTS, CITIZENSHIP AND NATIONALISM			
March 8	Chapter 13: Bonita Lawrence. Aboriginal Title and Comprehensive Claims Cannon & Sunseri Pages 125-133		Rights Samson & Gigoux Pg 146-176
PART EIGHT: DECOLONIZING INDIGNEOUS EDUCATION- INDIGENIZATION			
March 13	Chapter 15: Verna St Denis. Rethinking Culture Theory in Aboriginal Education Cannon & Sunseri Pages 147-156		
DUE MARCH 13: TERM PAPER 30%			
PART NINE: VIOLENCE AND THE CONSTRUCTION OF CRIMINALITY			
March 15	Chapter 17: Patricia Monture-Okanee & Joyce Green. From Stonechild to Social Cohesion: Antiracist Challenges for Saskatchewan Cannon & Sunseri Pg 169-176		
PART TEN: POVERTY, ECONOMIC MARGINALITY AND COMMUNITY DEVELOPMENT			
March 20	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 Pages 190-204		
PART ELEVEN: HEALTH			
Mar 22	Indigenous Maternal-Child & Reproductive Health	Dr. Jennifer Leason	
March 27	Social Determinants of Indigenous Peoples Health https://www.cnsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf		
March 29	Chapter 21: S. Brascoupé & C. Waters. Cultural Safety: Exploring the Applicability of the Concept of Cultural Safety. Cannon & Sunseri Pg 207-213		
April 3	Chapter 22: Billie Allan and Janet Smylie The Role of Racism in the Health and Well-Being of Indigenous Peoples in Canada Cannon & Sunseri Pages 214-228		

PART TWELVE: RESISTANCE AND RENEWAL

April 5	Chapter 23: Leanne Betasamoasake Simpson. Fish Broth and Fasting Cannon & Sunseri Pages 231		
April 10	Chapter 24: Jeff Corntassel and Cheryl Bryce Practicing Sustainable Self-Determination: Indigenous Approaches to Cultural Restoration and Revitalization Cannon & Sunseri Pages 233-241		
Apr 12	Celebratory Feast and Closing Circle	Dr. Jennifer Leason	
TBD: FINAL 20%			