

**Anthropology 410**  
**Contemporary Indigenous Affairs in Canada**  
**Winter 2020**

**Location: Social Science 109**

**Time: Tuesday & Thursday 14:00-15:15**

<p><b>Instructor:</b> Dr. Jennifer Leason <b>Email:</b> <a href="mailto:Jennifer.leason@ucalgary.ca">Jennifer.leason@ucalgary.ca</a> <b>Office:</b> ES 752 <b>Office Hours:</b> Tuesday/Thursday 9:45-10:45 AM, 12:30-1:30 PM or by appointment. Office hour sign up sheet is located outside Earth Science #752. Please sign up for office hours in advance.</p>	<p><b>Teaching Assistant:</b> Mary Sine <b>Email:</b> <a href="mailto:mary.sine@ucalgary.ca">mary.sine@ucalgary.ca</a> <b>Office:</b> ES752 <b>Tutorial Hours:</b> by appointment</p>
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**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. I would like to acknowledge that the University of Calgary is situated on the traditional Blackfoot place name "Mohkinstsis". I would like to give thanks to the traditional territories of the Blackfoot and Treaty 7 peoples of Southern Alberta, including the Siksika, Piikani, Kainai, Tsuut'ina and Stoney Nakoda First Nations, including Chiniki, Bearspaw and Wesley First Nation. The City of Calgary is also home to Métis Nation of Alberta, Region III.

**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. 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, social determinants, resistance, resurgence and reconciliation. It encourages students to take a strength-based (rather than deficit) perspective by including Indigenous 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 affairs, including topics related to identity and gender, land and environment, rights and citizenship, culture, family, kinship and belonging, violence and criminality, poverty, health, social determinants, and Indigenous resistance and resurgence.
- 2) Apply course content to contemporary affairs 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 intercultural understanding, empathy and respect towards all Indigenous peoples.

**REQUIRED TEXTS & READINGS**

Cannon, Martin J. and Lina Sunseri (Editors)

2018 Racism, Colonialism, and Indigeneity 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/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/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>

Animikii: 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](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

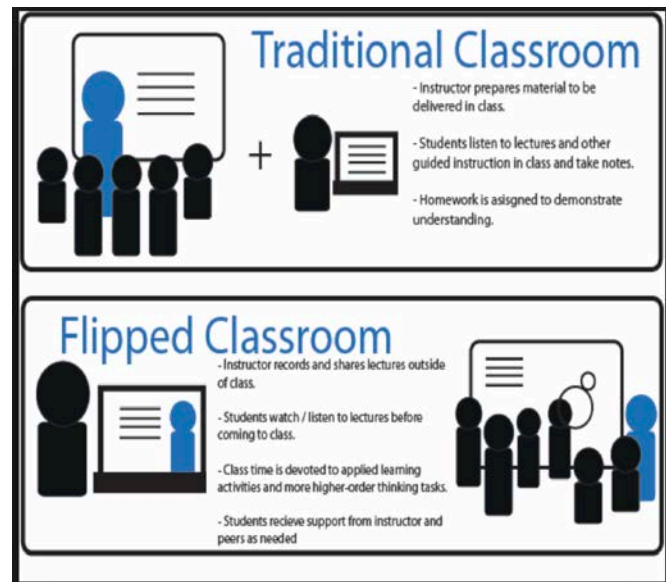
30% of what we SEE

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
<b>DUE JANUARY 19-APRIL 5</b>		
20%	10 @ 2%/each Weekly Online Discussions Questions	3-5 Discussion questions posted weekly on D2L from Sunday noon to the following Sunday at noon. See rubric below.
<b>DUE FEBRUARY 25: RECONCILIATION PATCHWORK (10%) &amp; 1-PAGE SUMMARY (10%):</b>		
20%	10% Reconciliation Patchwork 10% 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>
<b>DUE MARCH 5: TERM PAPER</b>		
30%	30% Individual Term Paper: Summary of your portion of the research project.  Your term paper will be collaborated into a journal for our FINAL student led conference.	Research and compile an 8-10-page term paper. Discuss in an <b>informed way</b> , one of the following topics: 1. History of Colonialism 2. Indigeneity and/or Indigenous Identity(s) 3. Indigenous Philosophy, Epistemologies (world views) 4. Gender 5. Family, Belonging and/or Displacement 6. Leadership, Governance and/or Politics 7. Reconciliation, Reconcili-ACTION 8. Education 9. Justice 10. Resistance and Resurgence 11. Indigenous Traditions, Stories, Culture, Language 12. Health 13. Other topics of interest <b>Include a minimum of 6 references including:</b> 1. News or media article related to the topic. 2. 3 peer reviewed journal articles. 3. One Indigenous community based article. 4. One book chapter (may include textbook).
<b>THROUGHOUT THE TERM</b>		
15%	Student Led Conference Organization	You will be divided in to groups to help coordinate the student-directed conference on the last day of class. 1. Editorial Board (compile all student papers and/or projects into one journal) 2. Communications: email, posters, media, etc. 3. Venue & Location 4. Refreshments 5. Conference Agenda
<b>DUE APRIL 14: LAST DAY OF CLASS</b>		
15% %	FINAL Student Led Conference Present/share your paper, poster or creative project.	Throughout the day, presenters will share their papers, posters, or creative projects. You are encouraged to invite family and/or friends to share in the celebration of your accomplishment throughout the semester. The conference will be open to the department and will include an invitation to our guest speakers.

**TERM PAPER RUBRIC:**

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

- i. **WRITING:** 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 author’s position. 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 typos or misspelled words?
- ii. **ENGAGE WITH RESOURCES:** 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?
- iii. **PRESENT IDEAS:** with Creativity and Courage. Does this paper contribute new and original ideas? Is the essay thoughtful and thought provoking? Is there personal potential for application?
- iv. **QUALITY:** Overall impression of the essay. The term essay comes from the French word that means to try. As try been put into this work?

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

	<b>90% to 100% (A to A+)</b>	<b>80% to 89% (B+ to A-)</b>	<b>70% to 79% (B- to B)</b>	<b>60% to 69% (C- to C+)</b>	<b>50% to 59% (D to D+)</b>
	<b>Indicates work:</b>	<b>Indicates work:</b>	<b>Indicates work:</b>	<b>Indicates that:</b>	<b>Indicates work:</b>
<b>Engage with Resources</b>  <b>/10 points</b>	Skillfully selects and incorporates readings and references into examinations and explorations. Exceeds expectations for references. Creative and/or critical resources enhance and strengthen composition.	Draws effectively upon at least two course readings and three additional scholarly references. These and any additional resources are deliberately selected to strengthen examinations and explorations.	Refers to at least two course readings and three additional scholarly references. Use of resources is relevant to examination.	Refers to and/or cites some course readings and/or other resources. Resources are somewhat connected to topic or themes being examined.	Use of resources is inadequate and/or resources are unsuitable for the examination of course themes.
<b>Writing</b>  <b>/10 points</b>	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language and adherence to APA standards	Demonstrates strong ability to integrate and articulate ideas; strong clarity of written language and adherence to APA standards	Demonstrates acceptable ability to integrate and express ideas; satisfactory written language and adherence to APA standards	Demonstrates limited ability to integrate and express ideas; marginal written language and adherence to APA standards	Demonstrates weak ability to integrate and express ideas; marginal written language and adherence to APA standards
<b>Present ideas</b>  <b>/10 points</b>	Presents exceptional explanation of ideas that are organized, supported, and with quality and relevant examples.	Presents a strong explanation of ideas that are organized, supported, and with quality and relevant examples.	Generally, well developed ideas that are paired with research support and some examples.	Presents ideas that are lacking in some clarity, development, and or examples.	Presents ideas that lack clarity, development and / or examples.
<b>Quality of Examine and Connect</b>  <b>/10 points</b>	Conducts an insightful, focused, and nuanced examination of course themes. Synthesizes analyses through purposeful connections. Extends examinations meaningfully in relation to real life applications.	Conducts a strong and focused examination of course themes. Purposefully explores relevant connections. Makes meaningful connections to real life applications.	Conducts an appropriate examination of course themes. Makes relevant connections. Considers real life applications.	Examination of course themes is somewhat appropriate. Makes some connections and/or considers real life applications to some extent.	Examination lacks clarity and/or focus or is in need of considerable refinement. Connections are inadequate, inappropriate, or insufficiently related to the examination.

## ONLINE STUDENT PARTICIPATION

CRITERIA	EXCELLENT	COMPETENT	IMPROVEMENT	UNACCEPTABLE
<b>TIMELY &amp; FREQUENCY</b>	Multiple postings when thread is still alive.	Most contributions made when thread is alive and flow so majority of students can profit from information.	One of the last to respond. Generally only one posting.	Posting is done after most students have finished participating.
<b>COLLABORATIVE</b>	Positive responses to peers with pertinent and original insights. No effort to dominate.	Responds to work of others. Comments are informative and/or original.	Unaware of or disinterested in responding to others without being prompted.	Offers inadequate responses to the comments of others; short without new ideas.
<b>SIGNIFICANT</b>	Multiple postings that contribute to the flow of conversation and class learning.	Responds to work of others. Comments are informative and original.	May denigrate others' point of view.	Posting does not advance the substance of the conversation.
<b>ECHOLARLY &amp; EXPERIENTIAL</b>	Includes analysis and/or synthesis of course readings, personal experiences and postings from others in an academic quality. Highly pertinent to the conversation.	Often includes analysis and/or synthesis of readings, experience and postings.	Significant postings are from course readings or sources without adequate synthesis and little original thought.	No evidence of processing course readings and sources. Postings are not relevant to the discussion/topic.
<b>CLARITY, GRAMMAR, SPELLING</b>	No errors. Postings are comprehensible.	Few errors but does not impeded understanding.	Frequent errors with impede some understanding.	Multiple errors that impede understanding.
<b>TOTAL GRADE</b>				<b>/100</b>

**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 based on verbal information provided by the student. If 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.

**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

### Academic misconduct

The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically. "Academic Misconduct" includes such things as Cheating, Falsification; Plagiarism, Unauthorized Assistance and failure to comply with exam regulations or an Instructor's expectations regarding conduct required of Students completing academic assessments. Academic Misconduct is a serious form of intellectual dishonesty with significant consequences.

Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For more information see the Student Academic Misconduct Policy

(<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>)

### **Instructor intellectual property**

Lectures, demonstrations, performances, and any other course material provided by an instructor includes copyright protected works under the Copyright Act and all forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, performances, electronic (computer) information, the duplication of course material, and to the translation of recordings or transcriptions of any of these materials to another form by electronic or mechanical means by students is not permitted, except.

- As a formal accommodation as assessed by the Student Accessibility Services and only for individual private study and only at the discretion of the instructor.
- With the permission of the instructor, students without a formal accommodation may audio record lectures, provided that the student and instructor sign a release form available from departmental and faculty offices. A copy of the Release form shall be retained by the instructor and by the department in which the course is offered. Any audio recording by students is permitted only for the purposes of private study by the individual student. Students may not distribute, email or otherwise communicate these materials to any other person.
- For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed.
- Any use other than that described above (e.g. distributing, emailing or otherwise communicating these materials to any other person, constitutes academic misconduct and may result in suspension or expulsion.
- Students are encouraged to make notes of classroom discussions, lectures, demonstrations etc.

### **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.

### **Academic Accommodations**

It is the student's responsibility to request academic accommodations according to the University policies. Students requesting an Accommodation on the basis of Disability are required to register with Student Accommodation Services (SAS) by submitting a Request for Accommodation in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). SAS will issue a Letter of Accommodation which must be presented to either designated contact person within the Department or the appropriate Instructors within 10 days of the beginning of term. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

## Copyright

All **students** are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://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.

## Support and Resources:

Non-course-specific related information can be found on the Office of the Registrar's website:

<https://www.ucalgary.ca/registrar/registration/course-outlines>

**Note:** information here includes

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk

**Indian Residential School Crisis Line:** Health Support Services are available to former students and their families prior to, during and following all components of Indian Residential Schools Settlement Agreement. To access services through the Indian Residential Schools Resolution Health Support Program, call 1-888-301-6426. Please take note that the National IRS Crisis Line is available 24 hours a day at **1-888-925-4419**.

**Distress Center Calgary: 24-Hour Crisis Line:** 403.266.HELP (4357) Main Office: 403-266-1601. Youth Program Office: 403-264-8337. Suite 300, 1010 – 8th Avenue SW **Calgary, AB**



**DRAFT COURSE OUTLINE**  
(Changes may be made by the instructor on a needs basis)

DATE	TOPIC	READINGS	PRESENTED BY
<b>WEEK ONE: INTRODUCTION</b>			
<a href="https://www.youtube.com/watch?time_continue=3&amp;v=7re1r0FY-4Y&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=3&amp;v=7re1r0FY-4Y&amp;feature=emb_logo</a> Land Acknowledgement: Treaty 7/ Calgary Foundation (5:31)			
<b>Jan 14</b>	Opening Prayer Land Acknowledgement Introductions: Overview of course Teaching Philosophy Classroom: Right Relations	Syllabus D2L	Dr. Leason
<a href="https://locallove.ca/issues/what-are-land-acknowledgements-and-why-do-they-matter/#.XDUREq2ZPVr">https://locallove.ca/issues/what-are-land-acknowledgements-and-why-do-they-matter/#.XDUREq2ZPVr</a> Land acknowledgements and why do they matter?			
<a href="https://www.whose.land/en/?la=50.99184623991627&amp;lo=-114.49783638444887">https://www.whose.land/en/?la=50.99184623991627&amp;lo=-114.49783638444887</a> <b>WHOSE LAND</b>			
<b>Jan 16</b>	Ways of Knowing Stories: At the Beginning All our relations Indigenous Science	Indigenous Knowledge and Western Science/ Indigenous Matriarch Teachings	Elder Evelyn Goodstriker
<a href="https://www.youtube.com/watch?v=gJSJ28eEUjI">https://www.youtube.com/watch?v=gJSJ28eEUjI</a> Dr. Leroy Littlebear			
<a href="https://www.youtube.com/watch?v=t0-8wHVRPRw">https://www.youtube.com/watch?v=t0-8wHVRPRw</a> Blackfeet Creation Story/Arthur Westwolf			
<a href="https://www.youtube.com/watch?v=AB-Fi31kITs">https://www.youtube.com/watch?v=AB-Fi31kITs</a> Anishinaabek Creation Story/ Elder Jim Dumont/ 1:10:07- 1:54:43			
<a href="https://www.youtube.com/watch?v=wBqCxp4RnF8">https://www.youtube.com/watch?v=wBqCxp4RnF8</a> The Mohawk Story of Creation/ Lee Claremont/TEDx Penticton			
<a href="https://www.youtube.com/watch?v=74Y38Oy4AM4">https://www.youtube.com/watch?v=74Y38Oy4AM4</a> The Raven Steals the Light/ Haida (9:27)			
<a href="https://www.youtube.com/watch?v=gJSJ28eEUjI">https://www.youtube.com/watch?v=gJSJ28eEUjI</a> Indigenous Knowledge and Western Science/ Dr. Leroy Little Bear			
<b>WEEK TWO: FOUNDATIONS</b>			
<b>2% JANUARY 19-26: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L</b>			
Jan 21	CONFERENCE PLANNING  Meet your team Assign tasks	1. Editorial Board (compile all papers and/or projects into a journal) 2. Communications & Marketing: email, posters, media, etc. 3. Venue & Location 4. Refreshments 5. Conference Agenda	Dr. Leason
Jan 23	Lecture	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.	Dr. Leason



Chris Anderson: "Who is Indigenous?" (34.28 min). <a href="https://www.youtube.com/watch?v=CSc4YfYEfSU">https://www.youtube.com/watch?v=CSc4YfYEfSU</a>			
<b>WEEK THREE: IDENTITY, RACIALIZATION</b>			
<b>2% JANUARY 26-FEBRUARY 2: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L</b>			
Jan 28	CONFERENCE PLANNING	Editorial Board (compile all student papers and/or projects into one journal) Communications: email, posters, media, Venue & Location Refreshments Conference Agenda	Led by TA: Mary Sine
Jan 30	Indigenous Identities	<a href="https://www.youtube.com/watch?v=IcSnbXmJ9V0">https://www.youtube.com/watch?v=IcSnbXmJ9V0</a> Understanding Aboriginal Identity (20 min)	Dr. Leason
	Indianness/Indigeneity	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 FOUR: RACE/RACISM, GENDER</b>			
<b>2% FEBRUARY 2- FEBRUARY 9: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L</b>			
Feb 4	Stereotypes Discrimination Racism	KC Adams	Dr. Leason
Feb 6	Gender Indigenous Women Violence Missing and Murdered Indigenous Women	Chapter 9: Fay Blaney. Aboriginal Women's Action Network Cannon & Sunseri (2018). Pg. 81-89.	Led by TA: Mary Sine  Guest Speaker: Josie Neepinak Awotan Healing Lodge
		Chapter 10: Anita Olsen Harper. Sisters in Spirit. Cannon & Sunseri (2018). Pg. 90-102.	
		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: EDUCATION FOR RECONCILIATION</b>			
<b>2% FEBRUARY 9- FEBRUARY 16: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L</b>			
Feb 11	Reconciliation to Reconciliation	TRC Calls to Action (2015). Senator Murray Sinclair: What is Reconciliation? <a href="https://vimeo.com/25389165">https://vimeo.com/25389165</a> National Centre for Reconciliation <a href="https://nctr.ca/map.php">https://nctr.ca/map.php</a> Residential Schools Timeline <a href="https://nctr.ca/exhibitions.php">https://nctr.ca/exhibitions.php</a>	Dr. Leason

Feb 13	<b>Education for Reconciliation: Transforming Empathy to Social Action</b>		Dr. Leason
<b>FEBRUARY 16-20, 2020 MID TERM BREAK</b>			
<b>DUE FEBRUARY 25: RECONCILIATION PATCHWORK (10%) &amp; 1-PAGE SUMMARY (10%): What does reconciliation mean to me?</b>			
<b>WEEK SIX: FAMILY, BELONGING AND DISPLACEMENT</b>			
<b>2% FEBRUARY 23- MARCH 1: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L</b>			
Feb 25	Family Kinship Community Child Welfare System	Family is Forever National Collaborating Centre for Aboriginal Health Chapter 11: Shandra Spears. Strong Spirit, Fractured Identity: An Ojibway Adoptee's Journey to Wholeness. Cannon & Sunseri (2018). Pg. 105-110. Chapter 12: Lynn Gehl. Protecting Indian Rights for Indian Babies: Canada's "Unstated Paternity". Cannon & Sunseri. (2018). Pg. 111-122.	Guest Speaker: Betty Bastine Red Crow College
Feb 27	CONFERENCE PLANNING	Editorial Board (compile all student papers and/or projects into one journal) Communications: email, posters, media, Venue & Location Refreshments Conference Agenda	Dr. Leason
	Mid-term Paper	Develop focus of paper Title Layout Drafts AAA/APA	
<b>WEEK SEVEN: INDIGENOUS RIGHTS, CITIZENSHIP, NATIONALISM &amp; LEADERSHIP</b>			
<b>2% MARCH 1-MARCH 8: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L</b>			
March 3	Indigenous Self Government Self-Determination Rights	UN Declaration on the rights of Indigenous peoples Chapter 24: Jeff Cortassel and Cheryl Bryce. Practicing Sustainable Self-Determination: Indigenous Approaches to Cultural Restoration and Revitalization. Cannon & Sunseri. (2018). Pg. 233-238.	Wilton Little Child
United Nations Declaration on the Rights of Indigenous Peoples: <a href="http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf">http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf</a>			
March 5	Indigenous Self Government True Spirit & Intent of Treaty Justice	Chapter 13: Bonita Lawrence. Aboriginal Title and Comprehensive Claims. Cannon & Sunseri (2018). Pg. 125-133.	Dorothy First Rider

		Chapter 17: Patricia Monture-Okanee & Joyce Green. From Stonechild to Social Cohesion: Antiracist Challenges for Saskatchewan Cannon & Sunseri. (2018). Pg 169-176.	
		Chapter 12: Lynn Gehl. Protecting Indian Rights for Indian Babies: Canada's "Unstated Paternity". Cannon & Sunseri. (2018). Pg. 111-122.	
<b>MARCH 5<sup>th</sup>, 2019 DUE: TERM PAPER 8-10 PAGES 30% of FINAL GRADE</b>			
<b>PART EIGHT: DECOLONIZING INDIGENEOUS EDUCATION- INDIGENIZATION</b>			
<b>2% MARCH 8-MARCH 15: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L</b>			
March 10	Indian Control of Indian Education Decolonizing Education Indigenization	Chapter 15: Verna St Denis. Rethinking Culture Theory in Aboriginal Education Cannon & Sunseri. (2018). Pg.147-156.	Dr. Leason
ii'taa'poh'to'p: Walking Parallel paths, together, in a good way: University of Calgary Indigenous Strategy <a href="https://www.ucalgary.ca/indigenous">https://www.ucalgary.ca/indigenous</a>			
March 12	Education in First Nations Schools	What does Indigenous Education mean to you? What do you think are the strengths and/or challenges you and/or communities face?	Guest Speakers/ Panel Presentation Jeff Horvath Lesley Mills Heather Katchimonias
<b>WEEK NINE: HEALTH</b>			
<b>2% MARCH 15-MARCH 22: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L</b>			
March 17	Health & Wellness Disparities & Inequities	Chapter 21: S. Brascoupe & 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). Pg. 214-228.	Dr. Leason
March 19	Indigenous Health Research Ethics Data Sovereignty	Alberta First Nations Information Governance Centre <a href="http://www.afnigc.ca">http://www.afnigc.ca</a>	Bonnie Healey
<b>WEEK TEN: SOCIAL DETERMINANTS OF HEALTH &amp; WELLNESS</b>			
<b>2% MARCH 22-MARCH 29: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L</b>			
National Collaborating Centre for Aboriginal Health : <a href="https://www.cnsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf">https://www.cnsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf</a>			
March 24	Social Determinants of Indigenous Peoples Health	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). Pg. 190-204.	Dr. Leason
March 26	Social Determinants of Indigenous Peoples Health Colonialism as a SDH		Dr. Leason

	Housing as a SDH <a href="https://www.nccah-ccnsa.ca/495/Housing_as_a_social_determinant_for_First_Nations,_Inuit,_and_Métis_health.nccah?id=20">https://www.nccah-ccnsa.ca/495/Housing as a social determinant for First Nations, Inuit, and Métis health.nccah?id=20</a>	
	Employment as a SDH <a href="https://www.nccah-ccnsa.ca/495/Employment_as_a_social_determinant_of_First_Nations,_Inuit_and_Métis_health.nccah?id=228">https://www.nccah-ccnsa.ca/495/Employment as a social determinant of First Nations, Inuit and Métis health.nccah?id=228</a>	
	Education as a SDH <a href="https://www.nccah-ccnsa.ca/495/Education_as_a_social_determinant_of_First_Nations,_Inuit_and_Métis_health.nccah?id=226">https://www.nccah-ccnsa.ca/495/Education as a social determinant of First Nations, Inuit and Métis health.nccah?id=226</a>	
	Income and poverty as an SDH <a href="https://www.nccah-ccnsa.ca/495/Poverty_as_a_social_determinant_for_First_Nations,_Inuit,_and_Métis_health.nccah?id=21">https://www.nccah-ccnsa.ca/495/Poverty as a social determinant for First Nations, Inuit, and Métis health.nccah?id=21</a>	
	Access to Health Services as SDH <a href="https://www.nccah-ccnsa.ca/495/Access_to_health_services_as_a_social_determinant_of_First_Nations,_Inuit_and_Métis_health.nccah?id=22">https://www.nccah-ccnsa.ca/495/Access to health services as a social determinant of First Nations, Inuit and Métis health.nccah?id=22</a>	
<b>WEEK ELEVEN: RESISTANCE &amp; RECONCILIATION</b>		
<b>2% MARCH 29- APRIL 5: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L</b>		
March 31	Indigenous Resistance and Resurgence	Chapter 23: Leanne Betasamosake Simpson. Fish Broth and Fasting. Cannon & Sunseri. (2018). Pg. 207-213
Colonialism and Indigenous Resistance in Canada <a href="http://education.historicacanada.ca/files/426/Key_Moments_in_Indigenous_History_Timeline.pdf">http://education.historicacanada.ca/files/426/Key_Moments_in_Indigenous_History_Timeline.pdf</a>		
April 2	Truth and Reconciliation Commission of Canada. Sharing reconciliation patch	<a href="http://www.trc.ca/websites/trcinstituion/index.php?p=905">http://www.trc.ca/websites/trcinstituion/index.php?p=905</a>
<b>WEEK TWELVE: SUMMARY &amp; CELEBRATION</b>		
April 7	A new way forward	Chapter 15: David Newhouse and David Long. Reconciliation and a Way Forward: A Concluding Dialogue. Pg. 374-388.
April 9	Summary	<ol style="list-style-type: none"> <li>1. History of Colonialism</li> <li>2. Indigeneity and/or Indigenous Identity(s)</li> <li>3. Indigenous Philosophy, Epistemologies (world views)</li> <li>4. Gender</li> <li>5. Family, Belonging and/or Displacement</li> <li>6. Leadership, Governance and/or Politics</li> <li>7. Reconciliation, Reconcili-ACTION</li> <li>8. Education</li> <li>9. Justice</li> <li>10. Resistance and Resurgence</li> <li>11. Indigenous Traditions, Stories, Culture, Language</li> <li>12. Health</li> </ol>

**LAST WEEK OF CLASSES**

April 14	LAST DAY OF CLASS FINAL: Student Conference
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- \* Sign up outside of classroom hours is 100% voluntary. If you cannot present during this time and date, please contact Dr. Leason ASAP.**
- \* You are not required to attend the entire day.**

**APRIL 14th, 2020  
UNDERGRADUATE ANTH 410  
STUDENT CONFERENCE PRESENTATIONS**

8:30-9:00	Opening Prayer & Welcome to the Territory
9:00-9:20	Welcome & Overview of ANTH 410
9:30-10:30	Session I
10:30-10:50	Health Break
11:00-12:00	Session II
12:00-1:00	Lunch
1:00-2:00	Session III
2:00-2:20	Health Break
2:30-3:30	Session IV
3:30-4:00	Giftng to Our Friends and/or Family
4:00-4:30	Closing

TIME	STUDENT	PRESENTATION THEME
<b>SESSION I</b>		
<b>9:30-10:30</b>		

<b>Session II</b>		
<b>11:00-12:00</b>		
<b>If you are in Dr. Leason ANTH 355- please use this space. ANTH 355 will be attending.</b>		
<b>CREATIVE PROJECTS</b>		
<b>12:00-1:00</b>		
<b>POSTER PRESENTATIONS</b>		
<b>12:00-1:00</b>		

