

**ANTH 410 (LEC01)
Contemporary Indigenous Affairs Canada
GFC Hours 3-0**

Prerequisite(s): 3 units from Anthropology 210, 213, 346, 355 or courses labelled Indigenous Studies.

COURSE DESCRIPTION

This seminar-based course privileges Indigenous kinship-based learning that embodies the Indigenous values of respect, reciprocity, relevance and responsibility. This course strives to bring the contemporary perspectives of Indigenous peoples into the academy, and seeks to introduce learners to Indigenous epistemologies and pedagogies. Together, we will explore contemporary Indigenous Affairs in Canada through conversation and engagement. As ethical, collaborative, and consensual researchers, we will work through the contemporary issues of power in Indigenous research and studies while privileging the voices and perspectives of Indigenous activists, theorists, scholars, knowledge-keepers, and artists. This course engages with the topics of: identity, MMIWG, gender, land relationships, nation-building, incarceration, and sovereignty.

LEARNING OUTCOMES:

The Department of Anthropology and Archaeology is committed to student knowledge and skill development.

Upon completion of this course, students should be able to:

1. Effectively approach Indigenous studies, research, or other Indigenous projects implementing Indigenous theory and methods that privilege Indigenous worldviews and ways of knowing.
2. Discuss, in an informed way, historic and contemporary issues that affect Indigenous peoples in Canada.
3. Describe the dynamics, ideologies, and policies of settler colonialism.
4. Critically use this applied knowledge to strengthen arguments both within and outside of

Indigenous studies.

5. Develop a range of inter-disciplinary skills for critical and comparative analyses as required in social sciences.
6. Strengthen their writing as they conduct self-directed research and compile relevant information.
7. Work collaboratively as a community of learners.
8. Present information and ideas through conversations and engaging in class discussions.

REQUIRED READINGS, VIDEOS, AND TEXTBOOKS:

Readings and videography from the relevant literature is linked as indicated in the Schedule – available on D2L. You are required to do the readings however there are options to choose which readings resonate with you.

REQUIRED TECHNOLOGY and EQUIPMENT:

Students will require access to a computer with internet access, a word processor, and PowerPoint. The student will also require access to video/microphone technology (cell phone with camera/computer webcam), and applications such as Tiktok and Flipgrid (both available at no cost to the student).

SUPPLEMENTARY FEES

There are no additional fees required for this course.

COURSE REQUIREMENTS AND ASSESSMENT

Module Reading Reflection Assignments (Various due dates – see below)	30%
Capstone Creative Assignment (Due March 22, 2024)	30%
Final Research Paper (Due April 10, 2024)	25%
Participation (Ongoing)	15%

Module Reading Reflection Assignments:

Within each module is a reading reflection assignment (10% each) that will require students to engage with the module materials. **STUDENTS WILL CHOOSE 3 OF THE 5 AVAILABLE REFLECTIONS TO COMPLETE.**

In the form of a short abstract, create a short reflection (approximately 750 words).

Students must reference at least four of the required viewings/readings/materials from within the module. Two must come from the ‘Read’ list while two others can come from the ‘Watch/Read’ lists. What this means is that you can choose the readings that most resonate with you for your reflection however, you must be sure to provide specific details about the reading. Reference to module materials must use the Chicago Manual of Style. While this reflection could include more personal reflection, it must follow proper grammar and writing rules, and make use of **specific** citations that are linked to the readings. Your response should be nuanced and not generic. It must be clear that you have completed the readings and are able to provide reflection on what you have read/observed. These reflections will provide you with an excellent foundation

for the Capstone Creative Assignment as well as for the final exam in this course. You may also read all of the assigned readings but ask that you reflect on no more than four.

As a seminar-based course, you are expected to come to class prepared to talk about the materials that were assigned for the week and these reflections will provide you with the information that is necessary for discussion. Therefore, **these reflections must be submitted to D2L on Wednesdays by 12:00 NOON** and prior to the introduction of the new module. I suggest reading the materials the week prior. **No late assignments will be accepted. If you are not able to meet the deadline for the module, consider submitting your Reflection for an upcoming week.**

Module 1 Reflection	Due: January 24, 2024	
Module 2 Reflection	Due: February 7, 2024	
Module 3 Reflection	Due: February 28, 2024	
Module 4 Reflection	Due: March 13, 2024	
Module 5 Reflection	Due: March 27, 2024	
TOTAL		30%

Capstone Creative Assignment

Students will undertake a creative project that, to them, represents their journey into contemporary Indigenous issues. Based upon the students' personal reflections and journeys, students will **create** a tangible object (for example, a small piece of beadwork, prepare a meal, a small carving etc.) or an intangible reflection (for example, a walk, monologue, etc.) that demonstrates their expanded knowledge into one or more specific contemporary Indigenous issues. It must be clear that you have produced your tangible object. You should avoid general slideshows and think creatively.

During this reflection you must answer the following: **How have the discussions we have had in this course been transformative? What module have you resonated most with? How might this specific topic impact your personal, professional, or academic life?** You will likely find that completed Module Reading Reflection Assignments will help prepare for this assignment.

Once the student's final creative reflection piece is complete, students will create a video (or upload their own video/digital project) on Flipgrid. This will then be aired alongside their fellow students during our final class (and with some tasty celebratory treats). A Flipgrid site will be created and available for students on D2L. Student presentations should be 7-8 minutes in length.

We will continue to discuss this project over the term.

Due: Friday, March 22, 2024 at 11:59PM on FLIP **30%**

Final Research Paper:

This final essay is a take-home essay that is open-book. We will discuss the key points from class, and discuss a series of potential essay questions. Take my feedback on previous assignments (such as the reading reflections) highlighting what you need to do to improve your analysis. My most common feedback is to complete the course readings and use them to strengthen your arguments, provide clear and coherent structure, and write with purpose. Feedback is important to the student's understanding to achieve a high grade on the final paper, and I will be grading this paper with the

expectation that it will be done well. The final paper also goes a long way toward determining the final grade for this course. Students will write a research paper that synthesizes five scholarly sources (no more than two from the syllabus) that advance the student's own argument about the topic. The paper must be between 1,500 – 1,700 words and must follow the Chicago Manual of Style.

- Papers should provide an initial definition of the topic and a statement of the general thesis to be developed or argued. The introduction should clearly indicate what the focus of the paper is, what the main sub-topics are, and your position.
- The paper should be well-organized and presented. This means that all parts of it (including the introduction, body, paragraphs, conclusion, ideas, concepts, and arguments) should be arranged into a coherent whole. The paper should also be consistently formatted using the Chicago Manual of Style. I expect an edited copy of your paper, therefore, grammar, vocabulary issues, and typos should be minimized. Proofreading your work aloud can help with this.
- The paper should also show deep and nuanced understanding and interpretation of resources (drawing on class discussions, activities, readings, literature, videos, guest speakers, and so on). It should be clear that what is written is well-researched and that your position is both reasonable and well-articulated. Using AI will only result in a generalized paper that is void of any thought or nuance. Unoriginality and simplicity will struggle to receive a satisfactory grade.
- A great paper marries all of the above and includes things like creative elements that are thoughtfully presented. An excellent paper does all these things *and* manages to be thought-provoking while contributing new and original ideas, ones that could potentially support Indigenous aims in Canada.

Due: Wednesday, April 10, 2024 at 11:59PM

25%

Participation:

Students will be graded on their level of class engagement as well as the sophistication of their responses during class time. Being present and witnessing (an Indigenous method of remembering knowledge and passing on information) are valid participation methods however, you have important things to share and possess unique knowledge that can provide so much depth to our discussions (10%). Participation, at times, also happens outside of the classroom. Students will be provided with a participation survey at the end of the course asking how they have meaningfully contributed to the classroom and broader community both in and outside of the course (5%).

Due: Ongoing

15%

***Rubrics will be made available on D2L.**

Department of Anthropology and Archaeology Grading Scheme:

A+	95 – 100%	B+	80 – 84.9%	C+	67 – 70.9%	D+	55 – 58.9%
A	90 – 94.9%	B	75 – 79.9%	C	63 – 66.9%	D	50 – 54.9%
A-	85 – 89.9%	B-	71 – 74.9%	C-	59 – 62.9%	F	< 50%

Students may provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

In most cases, late assignments will not be accepted in this course. The course has been designed to provide flexibility with your assignments. However, if you have an extenuating circumstance, please be sure to contact me prior to any due date. In these rare circumstances, students may be required to submit an alternate assignment that may differ significantly (in form and/or content) from the missed work. This will be solely at the professor's discretion. Late assignments require approval from the professor and may be penalized 5% per day, including holidays and weekends. **No assignments will be accepted more than 5 days after the original due date.**

You do not need to pass each course component to earn a passing grade in the class.

Reappraisal of Graded Term Work: <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

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

Land Acknowledgement

The University of Calgary is situated within Treaty 7 and the traditional territories of the Niitsitapi from the Blackfoot Confederacy, including the Siksika, Piikani, and Kainai Nations; the Îyârhe Nakoda of the Chiniki, Bearspaw, and Wesley Nations; and the Dene of the Tsuut'ina Nation. Southern Alberta is also home to the Métis Nation of Alberta (Districts 5 and 6).

Acknowledgment and Respect for Diversity

The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

COURSE POLICIES

Calgary is located where the Bow River meets the Elbow River. This site has long been called Mohkinstsis by the Blackfoot, as well as Wîchîspa by the Nakoda, and Guts'ists'i by Tsuut'ina. Please watch this short video about Indigenous relationships with the land in this place by listening to the words from Elders/knowledge keepers from the Treaty 7 area.
<https://www.youtube.com/watch?v=7re1r0FY-4Y>.

Our classroom provides an open space for the critical and civil exchange of diverse thoughts and ideas. As such, some readings and other oral content found within this course may include topics that some students may find offensive and/or traumatic. As a community of responsible and respectful people, I ask that we work together to create an atmosphere of mutual respect, sensitivity and understanding.

We must also strive to use appropriate terminology in this course and ask to first prioritize how Indigenous peoples/groups/nations identify themselves: (Nehiyawak/Cree, Niitsitapi/Blackfoot, Michif/Métis etc.) as descriptors of their own history, language and identity. If we are unsure of a person's Indigenous affiliation, I ask that we adopt the generic term of 'Indigenous', unless we are referencing their inclusion within government policy using the specific terms found within the Indian Act or other legal descriptors. Inappropriate language surrounding Indigenous peoples will never be tolerated and may result in a deduction in your grade.

UNIVERSITY POLICIES

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. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

ACADEMIC INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

ACADEMIC MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) 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.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Please visit the Registrar’s website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

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

TENTATIVE CLASS SCHEDULE

(May be subject to some minor changes)

Week	Date	
INTRODUCTION		
1	January 10	<p>Discussion Topics:</p> <ul style="list-style-type: none"> • Introduction to Course Syllabus/Outline • Indigenous Classroom Pedagogies: Expectations Within the Classroom: 4 R’s • How Can Exploring Indigenous Issues be Decolonizing? • The Issues of Indigenous Research • Feeling Comfortable Feeling Uncomfortable <p>Read:</p> <ul style="list-style-type: none"> • Kirkness, V. J. and R. Barnhardt. First Nations and Higher Education: The Four R’s - Respect, Relevance, Reciprocity, Responsibility. <i>In Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations</i>. R. Hayoe and J. Pan. Hong Kong, eds., Comparative Education Research Centre, The University of Hong Kong, 2001. https://www.afn.ca/uploads/files/education2/the4rs.pdf • Diaz, Vincente, M. “Stepping In It: How to Smell the Fullness of Indigenous Histories.” In <i>Sources and Methods in Indigenous Studies</i>, C. Andersen and J.M. O’Brien, eds. 86 – 92. Routledge, 2017. https://web-p-ebscobhost-com.ezproxy.lib.ucalgary.ca/ehost/ebookviewer/ebook/bmxlYmtfXzE0NDEyMzJfX0FO0?sid=2e657c2d-6960-4604-b077-3a685550fb92@redis&vid=0&format=EB&rid=1
2	January 17	<p>*Begin reading for next week</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Indigenous Relationships With the Land

		<ul style="list-style-type: none"> • Relational Obligations • Peoples and Place • Kinship and Kinscapes <p>Read:</p> <ul style="list-style-type: none"> • Shawn Wilson & Alexandria Wilson. “Neyo way in ik issi: A Family Practice of Indigenist Research Informed by Land.” In <i>Indigenous Pathways into Social Research</i>, 2014. 333-352. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1180079 • Cunsolo Willox, Ashlee, Sherilee L. Harper, Victoria L. Edge, Karen Landman, Karen Houle, James D. Ford, and the Rigolet Inuit Community Government. 2013. "The Land Enriches the Soul: On Climatic and Environmental Change, Affect and Emotional health and Well-Being in Rigolet, Nunatsiavut, Canada. <i>Emotion, Space and Society</i> 6: 14–24. • Macdougall, Brenda, and Nicole St-Onge. 2013. "Rooted in Mobility: Metis Buffalo-Hunting Brigades." <i>Manitoba History</i> 71 (2013): 21-33. https://www-proquest-com.login.ezproxy.library.ualberta.ca/docview/1325584539?accountid=9838. <p>Watch/Read:</p> <ul style="list-style-type: none"> • Video: NCSA (11:42) People of the Land: https://www.google.com/search?q=land+and+indigenous+peoples+relationship&tbm=vid&ei=1RmLY_2AI4GB0PEP2MGr4A0&start=10&sa=N&ved=2ahUKEwi9v8zr3478AhWBADQIHdjgCtwQ8tMDegQIDhAE&biw=918&bih=715&dpr=2#fpstate=ive&vld=cid:66a8fad8,vid:jxY-khXcO4 • Connecting Land to Teaching Pedagogy: A land-based learning experience at Writing on Stone https://youtu.be/t7IhDg85yVM • Learning From the Land https://www.youtube.com/watch?v=GMFq1hhNod4
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MODULE 1 – INDIGENOUS IDENTITY		
3	January 24	<p>Module 1 Reading Reflection Due at 12:00 PM (noon) January 24, 2024 (Optional)</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Indigenous Identity • A Closer Look at Métis: History and Nationhood <p>Read:</p> <ul style="list-style-type: none"> • Vowel, Chelsea. “You’re Métis? Which of Your Parents Is an Indian?: Métis Identity.” In <i>Indigenous Writes: A Guide to First Nations, Métis, and Inuit Issues in Canada</i>, 36–54. Winnipeg, MB: Portage & Main Press, 2016. (18 pages) https://ebookcentral-

		<p>proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4832580</p> <ul style="list-style-type: none"> Andersen, Chris. "Introduction." In <i>"Metis": Race, Recognition, and the Struggle for Indigenous Peoplehood</i>, 3–25. Vancouver: UBC Press, 2014. (22 pages) https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3412920 <p>Watch/Read:</p> <ul style="list-style-type: none"> Teillet, Jean. "Opinion: The Confusing World of Métis Identity." <i>The Globe and Mail</i>, September 13, 2019. https://www.theglobeandmail.com/opinion/article-the-confusing-world-of-metis-identity/. Leroux, Darryl. "Self-Made Métis." <i>Maisonneuve</i>, November 1, 2018. http://maisonneuve.org/article/2018/11/1/self-made-metis/.
4	January 31	<p>Discussion Topics:</p> <ul style="list-style-type: none"> Who Controls the Discourse of Indigenous Identity in Canada? Beyond Blood-Quantum Pretendians? From Carrie Bourassa to Buffy Sainte-Marie VIDEO: Investigating Buffy Sainte-Marie's claims to Indigenous ancestry - The Fifth Estate https://youtu.be/eMsqCWNCUc4?si=wBf2SxGrsWjCtUav and, Buffy's Response. <p>Read:</p> <ul style="list-style-type: none"> Palmater, Pam. <i>Beyond Blood: Rethinking Indigenous Identity</i> – Chapter #1: Legislated Identity: Control, Division and Assimilation, 28-54 (26 pages). https://web-p-ebshost-com.ezproxy.lib.ucalgary.ca/ehost/ebookviewer/ebook/bmxlYmtfXzY2MjgxN19fQU41?sid=3aa14d4c-55e0-46fa-93fc-0c6eb46cb70f@redis&vid=0&format=EB&rid=1. TallBear, Kim. Introduction (first 25 pages). <i>Native American DNA</i>. 1-25 (25 pages), 2013. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1362022 <p>Watch/Read:</p> <ul style="list-style-type: none"> Identity Crisis: APTN Investigates (23:54) https://www.youtube.com/watch?v=lzNYGW0OimY Featuring Kim TallBear: APTN The harmful, 'cynical and self-serving' nature of Indigenous identity fraud Nation to Nation (24:07) https://www.youtube.com/watch?v=UEP7VkdM04o. Identity Crisis: APTN Investigates (23:54) https://www.youtube.com/watch?v=lzNYGW0OimY

MODULE 2 – EDUCATION

5	February 7	<p>Module 2 Reading Reflection Due at 12:00 PM (noon) February 7, 2024 (Optional)</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> • Indigenous Peoples and Contemporary Education in Canada • Barriers for Indigenous Peoples in Post-Secondary: Programs, Knowledge, Obligation • Community and Land Based Learning and Projects <p>Read:</p> <ul style="list-style-type: none"> • Pidgeon, Michelle. 2016. “More Than a Checklist: Meaningful Indigenous Inclusion in Higher Education.” In Multidisciplinary Studies in Social Inclusion, 4 (1). https://www.cogitatiopress.com/socialinclusion/article/view/436. • Gaudry, Adam. And Danielle E. Lorenz. “Decolonization for the Masses? Grappling With Indigenous Content Requirements in the Changing Canadian Post-Secondary Environment.” In Indigenous and Decolonizing Studies in Education: Mapping the Long View, 159-174 (15 pages), 2019. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9780429505010/indigenous-decolonizing-studies-education-eve-tuck-wayne-yang-linda-tuhiwai-smith-eve-tuck-wayne-yang <p>Watch/Read:</p> <ul style="list-style-type: none"> • Teaching the truth: Why education needs to be informed and led by Indigenous people (12:29) https://www.youtube.com/watch?v=vxbL_Zjcnpg • Indigenous Journeys Through Academia (25:20): https://www.google.com/search?q=youtube+indigenous+post+secondary&tbm=vid&ei=7yOiy4PXKrL89AOZths&start=10&sa=N&ved=2ahUKEwjDiuG86Y78AhUyPn0KHRnbBgAQ8tMDegQIDxAE&biw=918&bih=658&dpr=2#fpstate=ive&vld=cid:b5b3ec72,vid:SIxSRfnSP9c • University of Calgary Indigenous Strategy: Together in a Good Way: A Journey of Transformation and Renewal https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/136/17-UNV-106752-Indigenous%20Strategy%20progress%20event%20booklet-publication-digital.pdf
6	February 14 <i>There is no class this week. In lieu of class, please watch the following film and visit the library to begin research:</i>	<p>Read:</p> <ul style="list-style-type: none"> • National Centre for Truth and Reconciliation: A Knock on the Door: The Essential History of Residential Schools. “Introduction” and “History” University of Manitoba Press, 3-46 (43 pages), 2016. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4801614. <p>Watch/Read:</p> <ul style="list-style-type: none"> • Stolen Children: Residential School Survivors Speak Out (18:35) https://www.youtube.com/watch?v=vdR9HcmiXLA

7	<p>We Were Children: NFB Canada (83mins), 2012. https://www-nfb-ca.ezproxy.lib.ucalgary.ca/filem/we_were_children/?ctlgsrc=mr Feb 18-24 Reading Week (No classes)</p>	<p>What Happened at Residential Schools for Indigenous Children in North America: The Economist Explains July 2021. https://www.economist.com/the-economist-explains/2021/07/26/what-happened-at-residential-schools-for-indigenous-children-in-north-america?utm_medium=cpc.adword.pd&utm_source=google&ppccampaignID=18798097116&ppcadID=&utm_campaign=a.22brand_pmax&utm_content=conversion.direct-response.anonymous&gclid=CjwKCAiAnZCdBhBmEiwA8nDQxcYaI_glBvtUuiWBrvADiGD-HcFUzRX4_7dHXDPItSnaPa0uXA4NqhoCzL4QAvD_BwE&gclid=aw.ds</p>
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MODULE 3 – Murdered and Missing Indigenous Women and Girls		
8	February 28	<p>Module 3 Reading Reflection Due at 12:00 PM (noon) February 28, 2024 (Optional)</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Portrayals of Indigenous Women in Media • VIDEO: Highway of Tears. https://digitalcollections.ucalgary.ca/asset-management/2R3BF1SV7AIJR?WS=AssetManagement. <p>Read:</p> <ul style="list-style-type: none"> • Tucker, Angie. <i>Media and the Perpetuation of Western Bias: Deviations of Ideality</i>, MRU, 1-20, 2016. https://www.mtrooyal.ca/nonprofit/InstituteForCommunityProsperity/_pdfs/icp_angie_studentreport.pdf • Christi Belcourt, “Prologue,” in <i>Keetsahnak: Our Missing and Murdered Indigenous Sisters</i>, ed. Kim Anderson, Maria Campbell, and Christi Belcourt (Edmonton: The University of Alberta Press, 2018), xi–xviii. (8 pages). https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4891128 and Kim Anderson, “Introduction,” in <i>Keetsahnak: Our Missing and Murdered Indigenous Sisters</i>, ed. Kim Anderson, Maria Campbell, and Christi Belcourt (Edmonton: The University of Alberta Press, 2018), xxi–xxx. (9 pages). https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4891128. • Chartrand, Vicki. “Tears 4 Justice Murdered and Missing Women and Children Across Canada: An Interview With Gladys Radek.” In <i>Radical Criminology: An Insurgent Journal</i>, 1-14 (14 pages), 2014. https://d1wqtxts1xzle7.cloudfront.net/54524768/Chartrand_Radek-

		<p>libre.pdf?1506296034=&response-content-disposition=inline%3B+filename%3DTears4Justice and the Missing and Murder.pdf&Expires=1671806988&Signature=avpDE6L-a-bkIICmW-hin0vo1QnFWSBsDtY3gSUZEb5PRsdSRLSJfhMZLVkiXpygneHdYBdgxaGHQh0ngVoUvzwRO7nfa55jHcU7qjDCkkqHKCfPVQ2STTMqrq4RIGxWGgbUo1tnFgp~6TaCWIpwuJv0oG7sv8y37gcNg=-iXw6YxGfXVskvEWfYNX8D908mNSWmPk4rH1IsTff3F65acpf7dgD7tCjUGnI0gw5Q-mo9zhHRziqjDNgSB9OeU7NI~lmy7WXV~bgWQRHtq-SkQff5VdOn4qpt4VEEqLKjpUvZfi72-Slps78K3MFA6~Hsc3~aLJ2zfyKBSr8HRLqTVQ_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA</p> <p>Watch/Read:</p> <ul style="list-style-type: none"> • The Highway of Tears-Taken (21:53) https://www.youtube.com/watch?app=desktop&v=KYKQ_7tdVL8 • Reclaiming Power and Place: The Final Report of the National Inquiry Into Missing and Murdered Indigenous Women and Girls (Choose any section that resonates with you) https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf
9	March 6	<p>Lecture:</p> <ul style="list-style-type: none"> • Ending Violence Against Indigenous Women • Indigenous Feminism • Activism <p>Read:</p> <ul style="list-style-type: none"> • McGruder, Melanie. "Murdered Indigenous Women in Canada and Classifying it as a "Canadian Genocide." In <i>American Indian Law Review</i>, (2) 115-155 (40 pages), 2022. https://heinonline-org.ezproxy.lib.ucalgary.ca/HOL/Page?handle=hein.journals/aind46&id=123&collection=journals&index= • Hargreaves, Allison. "Introduction: Violence Against Indigenous Women: Representation and Resistance." In <i>Violence Against Indigenous Women: Literature, Activism, Resistance</i>, -28 (28 pages), 2017. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5103321. • Barker, Joanne. 2008. "Gender, Sovereignty, Rights: Native Women's Activism against Social Inequality and Violence in Canada." <i>American Quarterly</i> 60 (2): 259–266. https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/239700 • Hunt, Sarah, and Cindy Holmes. 2015. "Everyday Decolonization: Living a Decolonizing Queer Politics." <i>Journal of Lesbian Studies</i> 19 (20): 154–72. https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10894160.2015.970975

		<ul style="list-style-type: none"> Simpson, Audra. 2017. "The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty." <i>Theory & Event</i> 9 (4): 1–30. https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/issue/35136 <p>Watch/Read:</p> <ul style="list-style-type: none"> Andrea Menard: TedX talks. (April 2, 2018). <i>Silent no more: Using your voice to end violence against Indigenous women.</i> No More Stolen Sisters: Stopping the Abuse of Native Women and Girls (28:17) (Podcast) https://bioneers.org/no-more-stolen-sisters-stopping-the-abuse-and-murder-of-native-women-and-girls/ Indigenous Feminisms: Power Panel feat. Kim TallBear, Audra Simpson and Kim Anderson https://www.youtube.com/watch?v=-HnEvaVXoto.
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MODULE 4 – LAND PROTECTION		
10	March 13	<p style="color: red;">Module 4 Reading Reflection Due at 12:00 PM (noon) March 13, 2024 (Optional)</p> <p>Lecture:</p> <ul style="list-style-type: none"> Land Protection Ecological Terrorism? Women and the Land <p>Read:</p> <ul style="list-style-type: none"> Jubenville, Danette et.al. Relationships to Land as a Determinant of Wellness for Indigenous Women, Two-spirit, Trans, and Gender Diverse People of Reproductive Age in Toronto, Canada 1-10 (10 pages), 2022. https://link.springer.com/content/pdf/10.17269/s41997-022-00678-w.pdf. Parlee, Brenda, L. "Avoiding the Resource Curse: Indigenous Communities and Canada's Oil Sands." 425-236 (11 pages), October 2015. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0305750X15000637. <p>Watch/Read:</p> <ul style="list-style-type: none"> Laduke, Winona. "Water Protectors hold Their Ground in Wild Rice Country." February 3, 2021 (article) https://www.yesmagazine.org/opinion/2021/02/03/water-protectors-pipeline-palisade-minnesota. And, Laduke, Winona. A Water Protector Comes Home to Reflect. https://www.parkrapidsenterprise.com/opinion/columns/laduke-a-water-protector-comes-home-to-reflect. Peace River Rising : The Link Between Violence Against Indigenous Women and Violence Against the Land (9:36) https://www.youtube.com/watch?v=6GbGL7dmEwA

11	March 20	<p>Creative Capstone Project is due on Flip March 22, 2024 at 11:59PM</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Land and Governance <p>Read:</p> <ul style="list-style-type: none"> • Kermoal, Nathalie. “Métis Women’s Environmental Knowledge and the Recognition of Métis Rights.” In <i>Living on the Land: Indigenous Women’s Understanding of Place</i>. 107-134 (27 pages), 2016. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4616254. • Stevensen, Allyson and Cheryl Troupe. 2020. “From Kitchen Tables to Formal Organization: Indigenous Women’s Social and Political Activism in Saskatchewan to 1980,” in <i>Compelled to Act: Histories of Women’s Activism in Western Canada</i>, ed. Nanci L. Langford and Sarah Carter. Winnipeg: University of Manitoba Press, 2020), 231–65. https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1878971/compelled-to-act/2628608/ • Altamarino-Jiminez, Isabel. “The Articulation of Indigeneity and Neoliberal Governance.” In, <i>Indigenous Encounters With Neoliberalism. Place, Women and the Environment in Canada and Mexico</i>, 1-15 (15 pages), 2013. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3412851. • Roy, Susan. ‘I Live Off This Land:’ Tahltan Women and Activism in Northern British Columbia, 42-56 (14 pages), 2019. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/epdf/10.1080/09612025.2017.1333947?needAccess=true&role=button <p>Watch/Read:</p> <ul style="list-style-type: none"> • The Ways of Water: Virtual Keynote with Winona Laduke VIDEO (59:39). https://www.youtube.com/watch?v=nR5qMyhiFlo
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MODULE 5 – INCARCERATION		
12	March 27	<p>Module 5 Reading Reflection Due at 12:00 PM (noon) March 27, 2024 (Optional)</p> <p>Lecture:</p> <ul style="list-style-type: none"> • Incarceration and Indigenous Peoples • Racialized policing? • Returning to the Highway of Tears and the Trust of RCMP • Incarceration • Restorative Justice <p>Read:</p> <ul style="list-style-type: none"> • McGuire, Michaela, M., and Danielle J. Murdoch. (In)-Justice: An

		<p>Exploration of the Dehumanization, Victimization, Criminalization, and Over-Incarceration of Indigenous Women in Canada, 529-550 (21 pages), 2022. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/epub/10.1177/14624745211001685</p> <ul style="list-style-type: none"> • Chartrand, Vicki. “Unsettled Times: Indigenous Incarceration and the Links between Colonialism and the Penitentiary in Canada.” In <i>Canadian Journal of Criminology and Criminal Justice</i> 61(3), 2019. https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/730512 • Chartrand, Larry and Kanatase Horn. A Report on the Relationship between Restorative Justice and Indigenous Legal Traditions in Canada. Department of Justice Canada. (17 pages). https://coherent-commons.s3.amazonaws.com/artifacts/file/file/08608407-a4d7-41d0-a345-554e36f85f87.pdf?X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIA23B6R4NTPCRHS5NZ3%2F20221223%2Fus-east-2%2Fs3%2Faws4_request&X-Amz-Date=20221223T235004Z&X-Amz-Expires=3600&X-Amz-SignedHeaders=host&X-Amz-Signature=0f50ec0fbcc4514341a1f5773d40c29e0ae13e9dc5afef81f51c9179dbf4521d. • Gilbert, Michael J., and Tanya L. Settles. “The Next Step: Indigenous Development of Neighborhood-Restorative Community Justice.” In <i>Criminal Justice Review</i>, 32 (1), 5-22 (17 pages), 2007. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/epdf/10.1177/0734016806297645. <p>Watch/Read:</p> <ul style="list-style-type: none"> • Hansen, John G. Racialized Policing: Aboriginal People’s Experiences With the Police. In <i>The Canadian Journal of Native Studies</i> 231-232, 2012. https://www.proquest.com/docview/1498365668/fulltextPDF/AE018F29CB0341F4PQ/1?accountid=9838. • Indigenous Over-Incarceration (23:28): https://www.youtube.com/watch?v=1NeE4Wyhsho • Indigenous People and the Law : A Guide to Indigenous Courts and Restorative Justice. (59:32) https://www.youtube.com/watch?v=qyjjsGwyoE.
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CONCLUSIONS AND CREATIVE PROJECT REVEAL

13	April 3	Lecture: <ul style="list-style-type: none"> • Conclusions • Preparing for the Final Essay • Final wrap up, food, Capstone Project viewing <p>Final Research Paper Due Wednesday, April 10, 2024 at 11:59PM</p>
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IMPORTANT DATES

M Jan 8	Start of Classes
R Jan 18	Last day to drop a class without a financial penalty
F Jan 19	Last day to add or swap a course
F Jan 26	Fee payment deadline for Fall Term full and half courses.
M Feb 19	Alberta Family Day No Classes.
Feb 18-24	Reading Break. No classes.
F Mar 29	Good Friday no classes
M Apr 1	Easter Monday no classes
T Apr 9	End of classes Last day to withdraw from half courses.
Apr 12-23	Fall Final Exam Period.
May 20-25	Exam period for Registrar deferred final exams

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>