

Department of Anthropology & Archaeology

**Anthropology 410
Contemporary Indigenous Affairs in Canada
Winter 2022**

Location: SA 129

Time: 2:00-2:50

Days: Monday, Wednesday, Friday

<p>Instructor: Dr. Jennifer Leason Email: Jennifer.leason@ucalgary.ca Office: ES 752 Online Office Hours: Wednesdays 12:00-2:00 PM or appointment. Please note that I receive more than 150 emails a day and may take 2 days to respond to your email questions. If your question or matter is urgent, please contact Nathaneal or visit the 2-hour drop-in office hours on Wednesdays.</p>	<p>Teaching Assistant: Nathaneal Cannon Email: nathaneal.cannon1@ucalgary.ca Office: By Appointment Tutorial Hours: By appointment</p>
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BIOGRAPHY: Boozhoo, Way, Oki, Aba-wath-tech, Tansi, Greetings. Boozhoo, aniin Keesis Sagay Egette Kwe. My name is Dr. Jennifer Leason, and I am Anishinaabe and a member of the Pine Creek Indian Band, MN.

LAND ACKNOWLEDGEMENT: The University of Calgary is situated on the traditional Blackfoot place name "Mohkinstsis". I would like to thank the traditional territories of the Blackfoot and Treaty 7 peoples, including the Siksika, Piikani, Kainai, Tsuut'ina and Stoney Nakoda First Nations, including Chiniki, Bears paw and Wesley First Nation. The City of Calgary is also home to Métis Nation of Alberta, Region III.

STATEMENT OF EQUITY, DIVERSITY & INLCUSSION: The topics covered will include difficult topics related to Indigenous-settler relations; historical and ongoing impacts of colonialism; race, racism and power; as well as social, political and economic inequities and injustices related to contemporary Indigenous affairs. This course is centered on creating a safe and ethical space (Ermine, 2015) of learning and sharing, by engaging in meaningful content, conversations and relationships with our peers, instructor(s), guest speakers and the public

CREATING AN ETHICAL SPACE: RIGHT RELATIONS AGREEMENT

- LOVE** Approach the conversations, each other, and the community from a place of love and caring.
- RESPECT** Be open and listen to each other as we explore conversations that are greater than all of us as individuals. Contribute to a respectful environment at all times.
- HUMILITY** Acknowledge that struggles are different for everyone; use your best judgement and approach each interaction with kindness.
- COURAGE** Acknowledge that not all conversations or interactions are easy and explore truths in an open space- it's okay to make mistakes. Sometimes our mistakes are our greatest teachings.
- WISDOM** Be open to learning, listening to each other, and contribute your thoughts helps to build collective wisdom and encourages growth from these experiences.
- HONESTY** Take time to reflect on individual experiences together and honor the silence as people consider the questions asked.
- TRUTH** Approach what lies beneath the surface with an open mind- speak your truth with an open heart.

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 Indigeneity and identity, gender, land and environment, rights and citizenship, culture, family, kinship and belonging, violence and criminality, poverty, health, social determinants, resistance/resurgence and reconciliation/ reconcili-ACTION.
- 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 peers and an audience in a discussion on Indigenous affairs.
- 5) Apply intercultural understanding, empathy and respect towards all Indigenous peoples.

PREREQUISITES: ANTH 210, 213, or 346

REQUIRED TEXT

Starblanket, G., Long, D. & Dickason, O. P. (Editors)

2020 Visions of the Heart: Issues Involving Indigenous Peoples in Canada. Fifth Edition. Oxford University Press. Don Mills, Ontario, Canada.

REQUIRED 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

Truth and Reconciliation Calls to Action (2015).

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

Links to additional readings will be made available on D2L.

LINKS TO CURRENT EVENTS

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

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

<p>ANTH 410 Class time Monday, Wednesday & Friday 2:00-2:50 PM</p> <p>Join Zoom Meeting https://ucalgary.zoom.us/j/96259194825 Meeting ID: 962 5919 4825 Passcode: Indigenous</p>	<p>ANTH 410 Office Hours on Wednesdays 12:00-2:00 PM</p> <p>Join Zoom Meeting https://ucalgary.zoom.us/j/96651274484 Meeting ID: 966 5127 4484 Passcode: Indigenous</p>
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LEARNING TECHNOLOGY AND REQUIREMENTS:

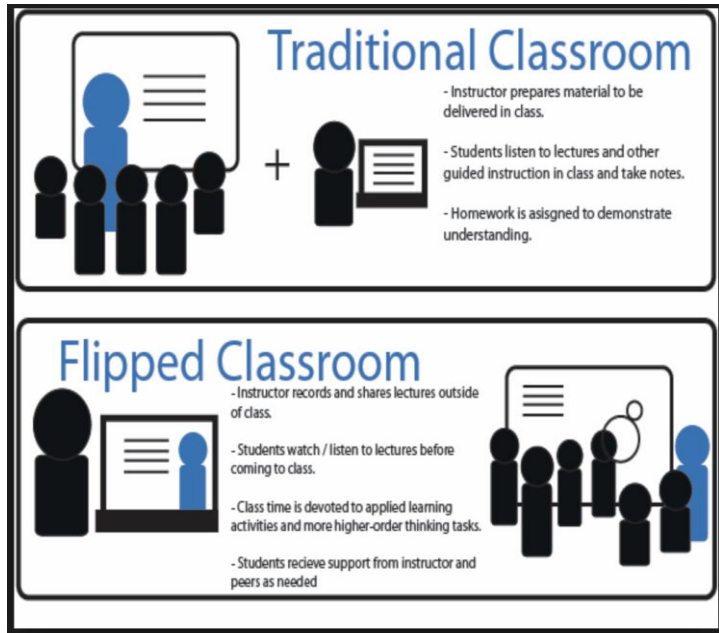
In order to successfully engage in this course, students are required to have reliable access to the following technology.

- 1) A computer with a supported operating system
- 2) A current and updated web browser
- 3) Microphone and speaker (built in or external) or headset with microphone
- 4) Broadband internet connection
- 5) A Webcam (built in or external)
- 6) A camera to upload a photo of your reconciliation patch (which will also be handed in).

If any of this technology is unavailable to you, or you have concerns, please email Dr. Leason as soon as possible.

FORMAT OF THE CLASS: This course will follow a seminar format. Readings are crucial and students are expected to come to class prepared to discuss the readings, challenge underlying themes, ask questions, consider multiple perspectives, and strive to understand contemporary Indigenous affairs. Weekly readings list associated materials and other information will be posted on the class D2L website.

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 review content **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.



The reason for the format of a student-discussions 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

ASSESSMENT STRUCTURE:

Percentage	Description	Overview/ Options
DUE JANUARY 17-APRIL 13		
20%	10 @ 2% each Weekly Online Discussions Questions	3-5 Discussion questions posted weekly on D2L from Monday noon to the following Monday at noon. 1. Answer all questions. 2. Respond/reply to 2-3 other peer responses. These questions will also inform our Friday synchronous conversations.
DUE JANUARY 18-APRIL 13		
10%	12 @ 0.833% each Student Participation	Participate in Synchronous Class time. Participation includes attendance, dialogue and sharing/writing responses in chat box.
DUE MARCH 18: RECONCILIATION/RECONCILI-ACTION		
15%	Reconciliation Patch [made of fabric]	In the spirit of reconciliation, students are asked to create a 4x4 inch square patch that reflects their understanding/application of reconciliation, 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>
15%	2-3 page reflection APA/AAA format min. 2-4 references.	Reflecting on course content and the TRC Calls to Action (TRC, 2015), write a 2-3 page reflective summary on "What does reconciliation or reconcili-ACTION mean to me?"
PLEASE USE ONLINE SIGN UP SHEET TO DETERMINE DUE DATE		
15%	Student Presentation. 5 minutes IGNITE: Can either do live during class time or record and upload to D2L. http://www.ignitetalks.io	Using the Ignite Format, you will choose a reading/topic from the list at the bottom of the syllabus or a journal article/chapter of your choice. In your session, please include key themes and overview of the reading. Preparation: be concise, thorough and to the point!
5%	Create 3-5 discussion questions to accompany your presentation.	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.
DUE APRIL 21: FINAL TAKE HOME PAPER		
20%	Final TAKE-HOME Term Paper APA/AAA Format <u>Include a minimum of 6-8 references including:</u> 1. News or media article related to the topic. 2. 3-4 peer reviewed journal articles. 3. One Indigenous community based article. 4. One book chapter (may include textbook).	Research and compile an 8–10-page final paper. Discuss in an informed way , 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 topic of interest

ASSIGNMENT RUBRIC:

	90% to 100% (A to A+)	80% to 89% (B+ to A-)	70% to 79% (B- to B)	60% to 69% (C- to C+)	50% to 59% (D to D+)
Engage with Resources /10 points	Indicates work: Skillfully selects and incorporates readings and references into examinations and explorations. Exceeds expectations for references. Creative and/or critical resources enhance and strengthen composition.	Indicates work: 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.	Indicates work: Refers to at least two course readings and three additional scholarly references. Use of resources is relevant to examination.	Indicates that: Refers to and/or cites some course readings and/or other resources. Resources are somewhat connected to topic or themes being examined.	Indicates work: Use of resources is inadequate and/or resources are unsuitable for the examination of course themes.
Writing /10 points	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
Present ideas /10 points	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.
Quality of Examine and Connect /10 points	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
TIMELY & FREQUENCY	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.
COLLABORATIVE	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.
SIGNIFICANT	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.
ECHOLARLY & EXPERIENTIAL	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.
CLARITY, GRAMMAR, SPELLING	No errors. Postings are comprehensible.	Few errors but does not impede understanding.	Frequent errors with impede some understanding.	Multiple errors that impede understanding.
TOTAL GRADE				/100

GRADING SCHEME:

It is not necessary to pass individual course components to pass the course. The final mark out of 100, will then be converted to a letter grade as follows:

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

SUPPLEMENTAL INFORMATION:

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>

MISSED OR LATE ASSIGNMENTS: It is your responsibility to ensure you hand in all assignment within the allocated timelines and deadlines outlined in this syllabus. Late or missing assignments will receive a deduction of 5% per day. If you are unable to make a deadline, you must contact Dr. Leason PRIOR to the deadline date to discuss and obtain an approval for extension. Requests made the day the assignment is due will

not be accepted unless there are extenuative circumstances and documentation that supports your request. Discussion questions are posted from Monday at noon and run for one week to the following Monday. You have one week to absorb the content and answer the questions. After the week, the discussion question forum will close, and you will not be able to enter your responses. ALL LATE discussion questions will receive a 0%.

PRINCIPLES OF CONDUCT: 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.

PLAGARISM, CHEATING AND STUDENT 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 at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

ACADEMIC MISCONDUCT

“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. 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 information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

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

INSTRUCTOR INTELLECTUAL PROPERTY: Information on Instructor Intellectual Property can be found at <https://ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

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.

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.

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 ACCOMODATIONS

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://ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>). 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 (<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 & 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

Wellness and Mental Health Resources: The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Students requiring assistance are encouraged to email the Student at Risk line if they or others appear to need wellness assistance: sar@ucalgary.ca. For more immediate response, please call: 403-210-9355 and select option #2.

Contact Information for Student and Faculty Representation

- Student Union VP Academic 403-220-3911, suvpaca@ucalgary.ca
- Students Union Representatives for the Faculty of Arts – 403-220-3913, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Ombuds Office information can be found at: www.ucalgary.ca/ombuds/

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

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**

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**.

DRAFT COURSE OUTLINE

(Changes may be made by the instructor on a needs basis)

NOTE: all grey highlighted sections are OPTIONAL

DATE	TOPIC	READINGS	PRESENTED BY
WEEK ONE: INTRODUCTION			
Jan 10	Welcome to ANTH 410. Land Acknowledgement. Overview of Syllabus. Classroom: Right Relations	Links Below.	
https://www.youtube.com/watch?time_continue=3&v=7re1r0FY-4Y&feature=emb_logo Land Acknowledgement: Treaty 7/ Calgary Foundation (5:31)			
https://locallove.ca/issues/what-are-land-acknowledgements-and-why-do-they-matter/#.XDUREq2ZPVr Land acknowledgements and why do they matter?			
https://www.whose.land/en/?la=50.99184623991627&lo=-114.49783638444887 WHOSE LAND			
Jan 12	Relationality Class Introductions Ice breaker		
Jan 14	Ways of Knowing. Stories: At the Beginning Teaching Philosophy	Syllabus.	
https://www.youtube.com/watch?v=t0-8wHVRPRw Blackfeet Creation Story/Arthur Westwolf			
https://www.youtube.com/watch?v=AB-Fi31kITs Anishinaabek Creation Story/ Elder Jim Dumont/ 1:10:07- 1:54:43			
https://www.youtube.com/watch?v=wBqCxp4RnF8 The Mohawk Story of Creation/ Lee Claremont/TEDx Penticton			
https://www.youtube.com/watch?v=74Y38Oy4AM4 The Raven Steals the Light/ Haida (9:27)			
WEEK TWO: FOUNDATIONS			
2% JANUARY 17-24: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L			
Jan 17	All our relations Indigenous Science	Little Bear (2000). Jagged World Views Colliding. https://www.learnalberta.ca/content/asw/worldviews/documents/jagged_worldviews_colliding.pdf	Evelyn Good Striker
	Introduction to Indigenous Settler relations.	Starblanket and Long (2020). Introduction. Pages 1-11.	
https://www.youtube.com/watch?v=gJSJ28eEUjI Indigenous Knowledge and Western Science/ Dr. Leroy Little Bear			
https://www.youtube.com/watch?v=gJSJ28eEUjI Dr. Leroy Littlebear			
Jan 19	<i>Crisis of Relationship: The Role of Treaties in</i>	Starblanket and Long (2020). Chapter 1. Pages 13-33	

	<i>Contemporary Indigenous Settler Relations.</i>		
	<i>Piecing Together Modern Treaty Politics in the Yukon.</i>	Lianne Marie Leda Charlie in Starblanket & Long (2020). Pages 83-93	
January 19 4:00 PM	Roundtable: The Rematriation of Plains Bison in Southern Alberta This event is free and open to the public, but registration is required.	https://events.ucalgary.ca/indigenous/?mkt_tok=MTYxLU9MTi05OTAAAAGBywO-9ruL3DqKBVamOhhGLqNQ4UO0-e_Dd7HIAop-vM-mDhyU0d5OgFGIZLBdMP_Zzqt0tgl-ah6lyv7ZgC0ZpSVdw_HgEMIKKxNd5IlwFfD_q3c#!view/event/event_id/397324	Featuring speakers: <ul style="list-style-type: none"> • Tasha Hubbard • Amethyst First Rider • Kimberly Pearson
January 19 4:30-5:30	Decolonizing the Narrative Conversation Series at the Banff Center	https://www.banffcentre.ca/events/decolonizing-narrative-conversation-series-christie-belcourt/20220119/1630	Christie Belcourt: The Power of Mother Earth
January 20 4:30-5:30	Q & A with Christie Belcourt	Be part of the conversation with Renalтта Arluk, Director, Indigenous Arts, Banff Center and Christie Belcourt	
Jan 21	Onana niin? Who am I? Positionality and Indigenous Contemporary Affairs.	Discussion.	
WEEK THREE: IDENTITY, RACIALIZATION, INDIGENEITY			
2% JANUARY 24-JANUARY 31: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L			
Jan 24	Indigenous Identities	https://www.youtube.com/watch?v=IcSnbXmJ9V0 Understanding Aboriginal Identity Dr. Val Napoleon (UVIC)	Noble savage Dehumanized How have this impacted individual and collective societies? What are the "state" or "external" definitions of Indigenous peoples in Canada? What is Indigeneity?
	Indianness/Indigeneity	Chris Anderson: "Who is Indigenous?" (34.28 min). https://www.youtube.com/watch?v=CS_c4YfYEfSU	
	Métis: who are they? (2018) APTN in Focus	https://www.youtube.com/watch?v=747Diz1LmgA	
	<i>Why Calgary Isn't Métis Territory: Jigging Towards an Ethic of Reciprocal Visiting.</i>	Daniel Voth and Jessie Doyer in Starblanket & Long (2020). Pages 106-125.	
Jan 26	<i>"The Place where the Hearts Gather": Against Damage-Centred Narratives of Urban Indigeneity.</i>	Dallas Hunt in Starblanket & Long (2020). Pages 94-103	
	<i>I'm not the Indian you had in Mind"</i>	Thomas King https://vimeo.com/39451956	
	All my Relations Podcast: Can a DNA test make me Native American? (70:55)	https://open.spotify.com/episode/6s5citwPxQvXsCWM6jrhn8 Dr. Kim Tall Bear CRC, Indigenous Peoples, Technoscience & Environment University of Alberta	
Jan 27	Join <i>ii' taa'poh'to'p</i> , UCalgary's Indigenous Strategy, to hear traditional knowledge, worldview, and language, and approaches to healing with respect to cultural wellbeing, intergenerational trauma, and Indigenous ways of knowing, doing, connecting, and being. This series will		Dr. Betty Bastien

	welcome Elders living in the Treaty 7 region of southern Alberta and will be hosted by Elissa Twoyoungmen, UCalgary's Indigenous Cultural Education and Protocol Specialist. https://go.ucalgary.ca/2022-01-27-Bastien_LPRegistration.html	
Jan 28	Identity	Visioning- Vision Quest Exercise
WEEK FOUR: RACE/RACISM		
2% JANUARY 31-FEBRUARY 7: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L		
Jan 31	Racism Structural Institutional Systemic Internalized Epistemic Ethnocentrism	NCCIH: Understanding Racism https://www.nccih.ca/495/Understanding_racism.nccih?id=103 NCCIH: Indigenous Experiences with Racism https://www.nccih.ca/495/Indigenous_experiences_with_racism_and_its_impacts.nccih?id=131
	TedX Talk: Gregg Deal (13 min) Stereotypes Prejudice Bias	https://www.youtube.com/watch?v=s3FL9uhTH_s Are you making spaces for Indigenous peoples? Are you creating inclusion? What are you going to do with that information?
The BIPOC Project https://www.thebipocproject.org		
University of Calgary: Equity, Diversity and Inclusion https://www.ucalgary.ca/indigenous		
Feb 1	The Indigenous 101 workshop is led by Keeta Gladue, an Indigenous Student Program Advisor with the Writing Symbols Lodge. It re-examines the stories we have heard about Indigenous Peoples, where those stories came from and provides context for language, place, and space when working with Indigenous Peoples on-campus. What do you know about Indigenous communities? What is going on, and how did we get here? What words do I use when speaking about Indigenous Peoples? Isn't Canada a haven of human rights and equality?	https://events.ucalgary.ca/writing-symbols/?mkt_tok=MTYxLU9MTi05OTAAAAGBYwO-9ui9j4QXIDghwQiAZowsbyftmUvTk1XuXATZ06uIHFw-ggigk-R8GmboNBcMh5YWOGkpxUULrEiNFPdOsyHm6uIFs7YE0jpt-A8afOQ945k#!view/event/event_id/397266
		University of Calgary Writing Symbols Lodge
Feb 2	Stereotypes Discrimination Racism	KC Adams: Perception https://www.kcadams.net
Feb 4	Class discussions & exercises.	Class
WEEK FIVE: GENDER		
2% FEBRUARY 7- FEBRUARY 14: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L		
Feb 7	Indigenous Gender Identities	

	https://ecampusontario.pressbooks.pub/indigstudies/chapter/gender-identities/		
	<i>Gender Pronouns: proper use and why they matter</i>	Jaisie Walker (NWAC)	The National Inquiry's Final Report reveals that persistent and deliberate human and Indigenous rights violations and abuses are the root cause behind Canada's staggering rates of violence against Indigenous women, girls and 2SLGBTQQIA people. The two-volume report calls for transformative legal and social changes to resolve the crisis that has devastated Indigenous communities across the country. The Final Report is comprised of the truths of more than 2,380 family members, survivors of violence, experts and Knowledge Keepers shared over two years of cross-country public hearings and evidence gathering.
	<i>Colonialism, Gender Violence and the Making of the Canadian State</i>	Heidi Stark in Starblanket & Long (2020). Pages 70-82	
	Gender Colonized Sexuality Romanticized Indian Reversing the Gaze	breaking down stereotypes Ms. Chief Eagle Testicle (alter-ego)	
	Indigenous Women Violence Missing and Murdered Indigenous Women	https://www.mmiwg-ffada.ca/final-report/	
National Inquiry into MMIW Closing Ceremony https://vimeo.com/344916713			
Feb 9	<i>Transforming Toxic Indigenous Masculinity: A Critical Indigenous Masculinities and Indigenous Film Studies Approach to Drunk town's Finest</i>	Ranae Watchman and Robert Alexander Innes in Starblanket & Long (2020). Pages 126-139	
	Indigenous Masculinity with Elder Gerry Oleman & Aaron Nelson-Moody https://www.youtube.com/watch?v=VA36RmDyZ_Q		
	CBC Unreserved: For Indigenous Men, Masculinity can be a 'glass ceiling' of sorts, professor says (Dr. Robert Innes 2019) https://www.cbc.ca/radio/unreserved/indigenous-masculinity-and-the-lasting-impacts-of-colonization-1.5109762/for-indigenous-men-masculinity-can-be-a-glass-ceiling-of-sorts-professor-says-1.5109769		
	LGBTQ2+ Two Spirit	Regalia: Pride in Two Spirit https://www.youtube.com/watch?v=mfjHgG7IPCI	
The Indigenous Doctor Helping Trans Youth https://www.youtube.com/watch?v=4Hj-a5AE-VM			
BC PHSA http://www.phsa.ca/transcarebc/trans-basics/two-spirit			
Native Youth Sexual Health http://nativeyouthsexualhealth.com/youthphotoproject.html			
Additional Readings (if interested)			
➤ <i>A Two-Spirit Journey: The Autobiography Of A Lesbian Ojibwa-Cree Elder</i> . Ma-Nee Chacaby & Mary Louisa Plummer, 2016. https://www.youtube.com/watch?v=juzpocOX5ik			
➤ <i>Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature (First Peoples: New Directions in Indigenous Studies)</i> . Driskill et al, 2011.			
➤ <i>Spaces between us: Queer settler colonialism and Indigenous decolonization</i> . Scott Lauria Morgensen, 2011.			
Feb 10 12:00-1:30 PM	Elders Teaching Series	https://go.ucalgary.ca/2022-02-10-Starlight_LPRRegistration.html	Bruce Starlight
Feb 11	Class discussions & exercises.		Class
WEEK SIX: FAMILY, BELONGING AND DISPLACEMENT			
2% FEBRUARY 14- FEBRUARY 21: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L			
Feb 14	Family	NCCIH: Family is the Focus	

	Kinship Community Attachment Fatherhood Mothering	https://www.nccih.ca/docs/health/RPT-FamilyFocus-EN.pdf https://www.nccih.ca/495/Video_Family_is_the_Focus.nccih?id=165 NCCIH: Family Connections https://www.nccih.ca/495/Family_Connections_-_British_Columbia.nccih?id=91 NCCIH: Fatherhood is Forever https://www.nccih.ca/495/Fatherhood_is_Forever.nccih?id=92 With dad https://www.nccih.ca/495/Video_With_dad_Strengthening_the_circle_of_care.nccih?id=167 NCCIH: Sacred Space of Motherhood: Mothering Across the generations https://www.nccih.ca/docs/health/RPT-SacredSpaceWomanhood-EN.pdf https://www.nccih.ca/495/Video_The_Sacred_space_of_womanhood_Mothering_across_the_generations.nccih?id=166	
Feb 16	<i>Foundations: First Nation and Métis Families</i>	Kim Anderson and Jessica Ball in Starblanket & Long (2020). Pages 142-163	
	Indigenous Children & Child Welfare System	NCCIH https://www.nccih.ca/docs/health/FS-ChildWelfareCanada-EN.pdf	
	Jordan's Principle	Jordan's Principle https://www.youtube.com/watch?v=aGAvqRigxko	
	Cindy Blackstock	Mansbridge One on One: Cindy Blackstock https://www.youtube.com/watch?v=ahGQ0WBd0ng&t=4s	
First Nations Caring Society https://fncaringsociety.com/caring-society-staff-information			
Feb 18	Class discussions & exercises.		Class
FEBRUARY 20-27th MID TERM BREAK			
WEEK SEVEN: INDIGNEOUS RIGHTS, CITIZENSHIP, AND JUSTICE			
2% FEBRUARY 28-MARCH 4: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L			
Feb 28	<i>The "Canada Problem" in Indigenous Politics</i>	David Newhouse and Yale Belanger in Starblanket & Long (2020). Pages 34-57.	
	Indigenous Self Government Self-Determination Rights	UN Declaration on the rights of Indigenous peoples	

		http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf	
March 2	<i>Terminating Canada's Failed System of Injustice: Unmasking Colonialism, Redefining Relationships and Re-establishing Balance</i>	Lisa Monchalín and Olga Marques in Starblanket & Long (2020). Pages 165-181	
March 4	Class discussions & exercises.		Class
PART EIGHT: DECOLONIZING EDUCATION- INDIGENIZATION			
2% MARCH 7-MARCH 14: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L			
March 7 12:00-1:30	Dr. Shawn Wilson Indigenous Research Methods - bridging understanding between traditional Indigenous knowledges and western academia	https://www.eventbrite.com/e/webinar-on-indigenous-research-methods-by-dr-shawn-wilson-tickets-208248375497?aff=ebemoffollowpublishemail&utm_term=Indigenous+Research+Methods&utm_medium=email&utm_content=follow_notification&utm_source=eventbrite&utm_campaign=following_published_event&mkt_tok=MTYxLU9MTi05OTAAAAGBywO-9oEKEAGyw0vE2b48hdK6WUgKYVjAOAVr4iXvvr3PaF3Uo3Eq6GwGatBl_VYgduDCCmXiHuzGP3ZJhjFhcuD29ngVlsihsyKEfg7JILAic7M	Speaker: Dr Shawn Wilson is from the Opaskwayak Cree Nation but currently lives on Bundjalung land on the east coast of Australia. He is an Associate Professor of Indigenous Studies in the Department of Community, Culture and Global Studies at the University of British Columbia, Okanagan in Canada, as well as adjunct faculty at Gnibi College of Indigenous Australian Peoples at Southern Cross University in Australia.
March 7	<i>Learning From Indigenous Knowledge in Education</i>	Jan Hare and Sara Florence Davidson in Starblanket & Long (2020). Pages 203-218.	
	Indian Control of Indian Education	Decolonizing Education: Nourishing Their Learning Spirit Dr. Marie Battiste https://www.youtube.com/watch?v=OhjmM1r6QeE	
ii'taa'poh'to'p: University of Calgary Indigenous Strategic Plan https://www.ucalgary.ca/indigenous			
March 9	<i>Moosehide Tanning and Wellness in the North</i>	Mandee McDondald in Starblanket & Long (2020). Pages 220-235.	
	Decolonizing Education Indigenization Indigenous Knowledge Systems	Dr. Marie Battiste Situating Indigenous Knowledge Systems within a Decolonizing Framework for Education https://vimeo.com/53450677	
March 11	Class discussions & exercises.		Class
WEEK NINE: RECONCILIATION/ RECONCILIATION			
2% MARCH 14-MARCH 21: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L			
March 14	Residential Schools 60'Scoop Day School	Wawahte: Stories of residential School Survivors- Full Documentary https://www.youtube.com/watch?v=oGrJNUCQ-r4 Crimes against children at residential school: The truth about St. Anne's-Fifth Estate (March 3, 2019)	

		https://www.youtube.com/watch?v=ep7AW2K4Xww	
March 16	Reconciliation to Reconciliation ACTION Truth & Reconciliation Commission (TRC)	TRC Calls to Action (2015). Senator Murray Sinclair: What is Reconciliation? https://vimeo.com/25389165 National Centre for Reconciliation https://nctr.ca/map.php Residential Schools Timeline https://nctr.ca/exhibitions.php	
March 18	Reconciliation Reflection & Patch Sharing		Class Participation
30% DUE MARCH 18: RECONCILIATION PATCH & REFLECTION			
WEEK TEN: HEALTH			
2% MARCH 21-MARCH 28: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L			
March 21	Health Disparities Inequities	NCCIH: https://www.ccsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf	
March 23	Indigenous Health Research Ethics Data Sovereignty	Alberta First Nations Information Governance Centre http://www.afnigc.ca	
March 25	Class discussions & exercises.		Class
WEEK ELEVEN: SOCIAL DETERMINANTS OF HEALTH & WELLNESS			
2% MARCH 28- APRIL 1: WEEKLY DISCUSSION QUESTIONS POSTED ON D2L			
March 28	Cultural Safety	Billy Allan and Janet Smylie (2015). First Peoples, Second Class Citizens https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf NCCIH: Cultural Safety in First Nations, Inuit and Métis Public Health https://www.nccih.ca/docs/emerging/RPT-CulturalSafetyPublicHealth-Baba-EN.pdf	
March 30	Social Determinants of Indigenous Peoples Health		
	Colonialism as an SDH		
	Housing as a SDH https://www.nccah-ccsa.ca/495/Housing_as_a_social_determinant_for_First_Nations,_Inuit_and_Métis_health.nccah?id=20		
	Employment as a SDH https://www.nccah-ccsa.ca/495/Employment_as_a_social_determinant_of_First_Nations,_Inuit_and_Métis_health.nccah?id=228		

	Education as a SDH https://www.nccah-ccnsa.ca/495/Education as a social determinant of First Nations, Inuit and M�tis health.nccah?id=226	
	Income and poverty as an SDH https://www.nccah-ccnsa.ca/495/Poverty as a social determinant for First Nations, Inuit and M�tis health.nccah?id=21	
	Access to Health Services as SDH https://www.nccah-ccnsa.ca/495/Access to health services as a social determinant of First Nations, Inuit and M�tis health.nccah?id=22	
April 1	Class discussions & exercises.	Class
WEEK TWELVE: RESISTANCE, RESURGENCE AND RENEWAL		
April 4	<i>Nishnaabeg Brilliance as Radical Resurgence Theory.</i>	Leanne Betasamosake Simpson in Starblanket and Long (2020). Pages 59-69.
April 6	<i>All Our Relations: Indigenous Perspectives on Environmental Issues in Canada.</i>	Deborah McGregor in Starblanket and Long (2020). Pages 182-202.
April 8	Class discussions & exercises.	Class
LAST WEEK		
April 11	LAST DAY OF CLASSES Final presentation Preparation for final paper Closing feast and reflection	

**IGNITE
STUDENT SIGN UP SHEET**

Please sign up for ONE IGNITE session spot.

You may choose existing readings or suggest one of your choices. **Maximum 3 presenters per week.**

FIRST COME- FIRST SERVE: THERE ARE NO PRESENTATIONS FOR FIRST WEEK

WEEKS	READING	STUDENT NAME
25%	IGNITE PRESENTATION	
5%	3-5 DISCUSSION QUESTIONS	
WEEK TWO: FOUNDATIONS		
DUE JAN 19	Little Bear (2000). Jagged World Views Colliding. https://www.learnalberta.ca/content/aswt/worldviews/documents/jagged_worldviews_colliding.pdf	
	Starblanket, G. (2020). Crisis of Relationship: The Role of Treaties in Contemporary Indigenous -Settler Relations. Pages 13-33.	
WEEK THREE: IDENTITY, RACIALIZATION, INDIGENEITY		
DUE JAN 26	Hunt, D. (2020). "The Place where the Hearts Gather": Against Damage-Centred Narratives of Urban Indigeneity. Pages 94-103.	
	https://open.spotify.com/episode/6s5citwPxQvXsCWM6jrhn8 Dr. Kim Tall Bear	
	Chris Anderson: "Who is Indigenous?" (34.28 min). https://www.youtube.com/watch?v=CSc4YFYeFSU	
	Voth, D. and Loyer, J. Why Calgary Isn't Métis Territory: Jigging Towards an Ethic of Reciprocal Visiting. Pages 106-125.	
WEEK FOUR: RACE/RACISM		
DUE FEB 2	NCCIH: Understanding Racism https://www.nccih.ca/495/Understanding_racism.nccih?id=103	
	NCCIH: Indigenous Experiences with Racism https://www.nccih.ca/495/Indigenous_experiences_with_racism_and_its_impacts.nccih?id=131	
	KC Adams: Perception https://www.kcadams.net	
WEEK FIVE: GENDER		
DUE FEB 9	Stark, H. K. (2020). Colonialism, Gender Violence and the Making of the Canadian State. Pages 70-82.	
	Final Report on MMIW https://www.mmiwg-ffada.ca/final-report/	
	Watchman, R. and Innes, R. A. (2020). Transforming Toxic Indigenous Masculinity: A Critical Indigenous Masculinities and Indigenous Film Studies Approach to Drunk town's Finest. Pages 126-139.	
WEEK SIX: FAMILY, BELONGING AND DISPLACEMENT		
DUE FEB 16	Anderson, K. & Ball, J. (2020) Foundations: First Nation and Métis Families. Pages 142-163.	
	NCCIH: Family is the Focus https://www.nccih.ca/docs/health/RPT-FamilyFocus-EN.pdf	
	NCCIH: Family Connections https://www.nccih.ca/495/Family_Connections_-_British_Columbia.nccih?id=91	
	NCCIH: Fatherhood is Forever	

	https://www.nccih.ca/495/Fatherhood_is_Forever.nccih?id=92	
	NCCIH: Sacred Space of Motherhood: Mothering Across the generations https://www.nccih.ca/docs/health/RPT-SacredSpaceWomanhood-EN.pdf	
FEBRUARY 20-27: MIDTERM BREAK		
WEEK SEVEN: INDIGENEOUS RIGHTS, CITIZENSHIP, NATIONALISM & LEADERSHIP		
DUE MARCH 2	<i>Newhouse, D. and Belanger, Y. (2020). The "Canada Problem" in Indigenous Politics. Pages 34-57.</i>	
	<i>Charlie, L. M. L. (2020). Piecing Together Modern Treaty Politics. Pages 83-93.</i>	
	<i>(Monchalin, L. and Marques, O. (2020). Terminating Canada's Failed System of Injustice: Unmasking Colonialism, Redefining Relationships and Re-establishing Balance. Pages 165-181.</i>	
	UN Declaration on the rights of Indigenous peoples http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf	
PART EIGHT: DECOLONIZING INDIGENEOUS EDUCATION- INDIGENIZATION		
DUE MARCH 9	<i>Hare, J. and Davidson, S. F. (2020). Learning From Indigenous Knowledge in Education. Pages 203-218.</i>	
	<i>McDonald, M. (2020). Moosehide Tanning and Wellness in the North. Pages 220-235.</i>	
	ii'taa'poh'to'p: University of Calgary Indigenous Strategic Plan https://www.ucalgary.ca/indigenous	
WEEK NINE: RECONCILIATION/ RECONCILIATION		
DUE MARCH 16	TRC. Calls to Action (2017) http://www.trc.ca/websites/trcinstitution/index.php?p=905	
	Green, J. (2020). Enacting Reconciliation. Pages 237-250	
WEEK TEN: HEALTH		
DUE MARCH 23	National Collaborating Centre for Aboriginal Health: https://www.ccnsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf	
	Billy Allan and Janet Smylie (2015). First Peoples, Second Class Citizens https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-Peoples-Second-Class-Treatment-Final.pdf	
	NCCIH: Cultural Safety in First Nations, Inuit and Métis Public Health https://www.nccih.ca/docs/emerging/RPT-CulturalSafetyPublicHealth-Baba-EN.pdf	
WEEK ELEVEN: SOCIAL DETERMINANTS OF HEALTH & WELLNESS		
DUE MARCH 30	Social Determinants of Indigenous Peoples Health https://www.ccnsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf	
	Colonialism as a SDH	
	Housing as a SDH	
	Employment as a SDH	
	Income as a SDH	

	Economic Development as SDH	
WEEK TWELVE: RESISTANCE, RESURGENCE AND RENEWAL		
DUE APRIL 6	Simpson, L. B. (2020). <i>Nishnaabeg Brilliance as Radical Resurgence Theory</i> . Pages 59-69.	
	McGregor, D. (2020). All Our Relations: Indigenous Perspectives on Environmental Issues in Canada. Pages 182-202.	