



# UNIVERSITY OF CALGARY

Winter 2021

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Sociology of Indigenous People of Canada			
Course Number	SOCI 307		
Pre/Co-Requisites	SOCI 201		
Instructor Name	Sasha Reid	Email	<a href="mailto:Sasha.reid@ucalgary.ca">Sasha.reid@ucalgary.ca</a>
Instructor Email Policy	Feel free to contact me over email from Monday - Thursday. Please put your course number and section in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails will be answered within two business days. I do not answer emails on Friday or over the weekend. Please take that into account when emailing me questions pertaining assignments. If you have a course-related question, please check the course outline first.		
TA Name	Erik Mohns	TA Email	erik.mohns@ucalgary.ca
TA Office Location	N/A	TA Office Hours	TBD
Class Dates	January 11 – April 15		
Class Location	Online		

## Course Description

The dynamics of Indigenous groups' relations with each other and the larger society. Topics include decolonization and relations with the state, demography, Indigenous organizations, Indigenous nationalism and nation-building, power, social class and public policy.

## Course Objectives/Learning Outcomes

This class aims to provide students with a comprehensive understanding of the historical and ongoing processes of colonization in Canada and the implications for our society today. In this class students will learn to deepen their understanding of their personal/familial history. Students will learn to better understand the social, political, health, and economic factors that have shaped the relationship between First Nations People and Canadian society. Students will also learn the background and systemic factors that may bring an Indigenous person into contact with the criminal justice system. In addition, students in this class will be able to improve their critical thinking, writing, referencing, and organizational skills through a series of critical commentaries. Lastly, students will improve their creative, listening, and oral communication by presenting an artistic work showcasing one of several issues including settler

colonialism; racism; missing and murdered indigenous women; intergenerational trauma; decolonization; reconciliation; allies; and solidarity.

\*\* Some of the topics we will discuss in this course may be upsetting. Readings and media may contain graphic descriptions of racism and sexual violence (e.g. missing and murdered Indigenous women). \*\*

## Course Format

*This course will be entirely asynchronous. The course content will be delivered via podcast with one episode released each week throughout the semester. There are no exams and detailed instructions for each assignment will be posted the first week of class as well as on D2L. All assignments are to be submitted electronically on or before the due date*

## Learning Resources

Readings and links to external media will be provided in the course D2L site.

## Learning Technologies and Requirements

This class will be delivered by way of podcast. Students will need an internet connection and access to either a laptop or a mobile device. All course materials will be made available via D2L and the podcast website, the link of which will be made available on D2L upon the start of classes. Transcripts can be provided to students registered with accessibility.

## Schedule of Lectures and Readings

Class content will be released weekly. Students are expected to engage with the content at their own pace, while keeping up with assignments and due dates. The content of the lectures is subject to change. An outline of possible topics is provided below:

### **Week 1: Welcome and A Historical Backdrop**

January 11<sup>th</sup>                      This week we'll go over a few introductions. This week will be video recorded and posted for you on D2L. We'll also learn about the history of Indigenous peoples in Canada, Indigenous contributions to the War of 1812, and more

### **Week 2: Residential Schools and Identity**

January 18<sup>th</sup>                      This week we'll examine the lasting social, emotional, and legal impact of residential schools.

### **Week 3: Health (Epigenetics)**

January 25<sup>th</sup>                      This week we'll examine the topic of historic trauma and the health of indigenous peoples. Topics to be discussed include the process of Intergenerational transmission of trauma; and the social, cultural, economic and political determinants of health.

### **Week 4: Health (Education)**

February 1<sup>st</sup> This week we explore the topic of indigenous educational attainment. We examine stats and figures related to indigenous educational attainment and hear from our guest speaker (Erik), who relates his experience as an Indigenous student. Several barriers to high school and university completion are discussed. A documentary is also shown.

**Week 5: Two Spirit Health**

February 8<sup>th</sup> This week we'll continue our examination into Indigenous health with a special focus on health outcomes for Indigenous two-spirit people. Case study will be that of Fred Martinez.

**Week 6: Term Break**

February 15<sup>th</sup> Term Break.

**Week 7: Indigenous Folklore and the Wendigo**

February 22<sup>nd</sup> This week, we examine Anishinaabe spiritualism and worldviews. We'll come to better acquaint ourselves with the importance of land to indigenous people and we'll examine how colonialist land expropriation fits into the Anishinaabe concept of Wendigo.

**Week 8: Sterilization of Indigenous Women (Part 1/2)**

March 1<sup>st</sup> This week we begin our journey into the topic of sterilization. This week we will be watching two documentaries. One, Ama (Mother), follows the story of a Navajo woman who was sterilized without their knowledge or consent. The companion (and Canadian version) is "Against Their Will." Both documentaries lay a foundation for the upcoming Episode 8, where we will discuss the history of Canada's healthcare system in relation to Indigenous people. And it also sets a tone for upcoming lectures on Violence against Indigenous Women as well as MMIW Initiatives.

**Week 9: Sterilization of Indigenous Women (Part 2/2)**

March 8<sup>th</sup> In this episode, we learn about the history of Indian Hospitals. We'll look at how eugenics practices legitimized medical experimentation against indigenous people, and we'll explore the issue of sterilization as it was enforced against indigenous women throughout Canada. Specifically, we will examine the case of Leilani Muir.

**Week 10: Missing and Murdered Indigenous Women Part 1**

March 15<sup>th</sup> The episode is broken into two parts. First is the documentary "Finding Dawn" (which can be located here: [https://www.nfb.ca/film/finding\\_dawn/](https://www.nfb.ca/film/finding_dawn/)) This documentary is followed by a discussion examining the history of MMIW issues.

**Week 11: Missing and Murdered Indigenous Women Part 2**

March 22<sup>nd</sup> In this episode, we further explore the issue of MMIW. We'll examine several cases of unsolved missing and murdered women and we'll

deconstruct and analyze the relevance of media portrayals and stereotypes in perpetuating and exacerbating violence against women. Finally, we'll discuss the formation of the Bear Clan Patrol.

### **Week 12: Missing and Murdered Indigenous Women Part 3**

March 29<sup>th</sup>

In this episode we discuss two active legal cases; those of Barbara Kentner and Cindy Gladue. Through these cases, we'll see how female indigenous victims of crimes have been treated before the courts and the ways in which the Canadian legal system has failed indigenous women.

### **Week 13: Missing and Murdered Indigenous Women Part 4**

April 5<sup>th</sup>

In this episode we discuss the development of a database used to help promote MMIW initiatives.

### **Week 14: Art Gala**

April 12<sup>th</sup>

This week we will say goodbye. A virtual art gala will be featured along with a concluding lecture on resilience and revolution. Artwork from willing students will be shared with the class online.

## **Methods of Assessment and Grading Weights**

### **1. Auto Ethnography (30%) | Due: January 28<sup>th</sup>**

In the spirit of storytelling and self-reflection, your first assignment will be to write a brief autoethnography, engaging in a scientific study of yourself and your culture. To write an autoethnography is to engage in a scientific study of yourself and your culture. Culture here does not have to mean ethnicity or socio-economic status or gender (although it could mean those things if you so choose). The essay you write will explore what it's like to be you – a particular aspect of you. The essay will examine through an insider's perspective what it's like to be "x". Think about a specific, distinctive aspect of yourself and examine how this has shaped you. Not only will you look at this component and its impact on you, but you will try to draw larger conclusions through research and analysis about the culture in general. Then you can take the analysis to the next level and see how your experience may be typical or atypical or how it may vary from other people's understandings of what it is like to be "x." Students will submit a 5 – 7 page essay, not including references. No title page is needed. Examples will be provided on D2L. Students will submit their document to D2L. **Allow two weeks for grades to be returned.** Late assignments will be subject to deductions.

### **2. Critical Commentary (30%) | Due: February 22<sup>nd</sup>**

You are required to submit to D2L one critical commentary of what you learned over the course of the preceding weeks. The commentaries should not be a summary of what you learned but rather, they should be structured as an integrated synthesis of thoughts, ideas, and critical concepts that you continue to ponder. Commentaries will be graded on the following: depth of reflection, connections to

class and to real world cases, ability to provide outside sources, and the overall quality of the writing. **Allow two weeks for grades to be returned.** Late assignments will be subject to deductions.

### 3. Art Project (10%) + Write Up (30%) (Total 40%) | Due: April 5<sup>th</sup>

Students are expected to develop an art piece that communicates their learning throughout the course. This piece is a reflection of how the teachings and practices of this course has been experienced by you and has impacted your understanding of Indigenous experiences, health, victimization, or advocacy, among others. All forms of media are acceptable for the project and students are encouraged to be innovative and creative when designing their piece. This can be in any fine art or multi-media form. You can make a podcast, a painting, a song, record an interpretative dance. The choice is yours. In addition to the artwork itself, students will provide a reflective write-up. The write-up should discuss what the art piece is intended to communicate, why that subject was important to you, and how it connects back to class content. Students will submit through D2L. **Allow two weeks for grades to be returned.** Late assignments will be subject to deductions.

### Final Exam Information

There is no final exam for this class.

### Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

### Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the

instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

**Deferred Final Exam Form:** Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre ([ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

### Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

### Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

### Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

### Copyright Legislation

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

### 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.

### Recording of Lectures

The audio or video recording of lectures and taking screengrabs of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

### Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

### Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

### Academic Accommodation

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 [www.ucalgary.ca/access/](http://www.ucalgary.ca/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. The full policy on Student Accommodations is available at: <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

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

### Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

## Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that 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 support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

## Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

## Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

## Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.