

MCMASTER UNIVERSITY

SOCIOLOGY 4RR3

Fall 2020

Instructor: Dr. Jeffrey Denis
Office: KTH 624
Office Hours: By appointment (phone or Zoom)

Phone: 905-525-9140, ext. 23612
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Class Day and Time:
Friday 2:30 – 5:20

Class Location: Online
Online (Zoom invitation to be posted on
Avenue to Learn each week)

Course website: <http://avenue.mcmaster.ca>

INDIGENOUS PEOPLES AND CANADA

This course will examine the nature and development of Indigenous and non-Indigenous (settler) identities and relationships, with a focus on post-Confederation Canada. We will consider the experiences of Indigenous peoples in various social locations (distinguished by nation, class, gender, age, sexuality, etc.), as well as how Indigenous peoples have been defined and portrayed by Canadian law, mass media, and popular culture. We will also analyze non-Indigenous Canadians' awareness of and attitudes toward "Indigenous issues," the dynamics of racism and colonialism, case studies of Indigenous-settler relations in urban and rural settings, and the prospects for healing, reconciliation, and decolonization in the 21st century. Throughout the course, we will gain a deeper understanding of how Indigenous peoples have resisted and been impacted by colonization and, conversely, how settler Canadians – whether defining themselves in opposition to or in solidarity with Indigenous peoples – have also been shaped by their interactions with First Nations, Métis, and Inuit communities.

Course Learning Objectives

By the end of the course, you will:

- Have a more comprehensive understanding of the historical and ongoing processes of colonization in Canada and the implications for our society today
- Deepen your understanding of your own personal/familial history and how it connects to or has been impacted by the development of Indigenous-settler relations in your place of residence
- Be familiar with major concepts and debates in the study of Indigenous-settler relations (e.g., settler colonialism; racism; identity politics; treaties; intergenerational trauma; decolonization; reconciliation; allyship; solidarity)
- Be able to apply sociological theories and approaches to understand aspects of Indigenous-settler relations, including questions of identity, inequality, intergroup attitudes, and social movements, while also appreciating the limitations of Western social scientific paradigms and the unique contributions of Indigenous ways of knowing

- Enhance your critical thinking, writing, referencing, and organizational skills through a series of reflection papers and a final take-home examination
- Enhance your oral communication and listening skills by presenting your summary and analysis of assigned reading(s), developing discussion questions, and participating in class discussions

Required Text

Cannon, Martin J., and Lina Sunseri (Editors). 2018. *Racism, Colonialism, and Indigeneity in Canada, 2nd edition*. Don Mills, ON: Oxford University Press.

** This textbook may be purchased at the Campus Bookstore. All other readings will be posted on Avenue or may be found through Google or the McMaster Library System (<http://library.mcmaster.ca/>). See complete references below. **

Evaluation

1. Auto-Ethnography Assignment (25%), due October 23

In the spirit of storytelling and self-reflection, your first assignment will be to write a brief auto-ethnography, tracing your own family history and relations with Indigenous peoples (if you are non-Indigenous) or settlers (if you are Indigenous).

If you are non-Indigenous: When and why did you (or your ancestors) first settle in Canada? Where did they come from? Where did they settle? Who were the Indigenous peoples living there at the time of contact and how did they live? Was there a treaty? Was there a residential school? Is there any family lore about interactions with Indigenous peoples? How has the relationship between Indigenous and non-Indigenous communities in your place of settlement developed over time? What are your rights and responsibilities as a (relative) newcomer?

If you are Indigenous: Where and how did you (or your ancestors) traditionally live? When and why did non-Indigenous settlers first arrive in your territory? Where did they come from? Was there a treaty? Was there a residential school? Is there any family lore about interactions with settlers? How has the relationship between Indigenous and non-Indigenous communities in your territory developed over time? What are your rights and responsibilities as an Indigenous person?

Your paper should be 5-7 pages and will be due on Friday, **October 23**.

2. Reflection Papers (10%), due October 2, November 6, and November 20

At three points during the semester, you will be asked to write a 500-word essay reflecting on a specific issue raised in class and/or the readings. For example, you may be asked to consider the strengths and limitations of different sociological theories for understanding an aspect of Indigenous-settler relations, or how Indigenous perspectives and experiences support or challenge sociological theories. A question will be assigned at the end of class on the following dates: September 25, October 30, and November 13. You must answer **two** of these questions. Your reflection papers will be due *before* class one week later (**October 2, November 6, and November 20**, respectively).

3. Class Participation (15%)

The quality of this course depends, in part, on your participation. As such, you will receive credit for attending class, actively listening, asking good questions, engaging in meaningful discussion, and demonstrating knowledge of and insight into the readings and other course materials.

4. Discussion Leadership (15%)

Each week, starting in Week #3, two or three students will lead the class discussion. If you are a discussion leader, you will be expected to give a brief presentation, summarizing key points in that week's readings and asking thoughtful questions to guide the discussion.

5. Final Take-Home Exam (35%), due December 14

The final take-home exam will consist of a few short essay questions based on lectures, readings, and class discussions from the entire course. The questions will challenge you to think across course material, compare and contrast theories and research findings, reflect on their sociological significance, and apply ideas discussed in class to real-world issues. The questions will be assigned during our last class (December 4) and will be due on Monday, **December 14**.

Warning

** Some of the topics we will discuss in this course may be upsetting. A few of the readings contain graphic descriptions of racist and sexual violence (e.g., readings on missing and murdered Indigenous women). Sociologists often study such problems to try to understand and (ideally) help eliminate them. If at any time you feel distressed or uncomfortable with the subject matter, please feel free to speak with me, a friend or family member, the Student Wellness Centre, or the Indigenous Student Counsellor. **

PLEASE READ THE FOLLOWING POINTS CAREFULLY:

Submission of Assignments

All assignments, tests, and exams must be completed in order to pass the course.

Please submit your assignments via the course website on or before the day they are due.

Faxed assignments will not be accepted.

Please do not bring assignments to the main Sociology office. The Sociology staff do not date-stamp assignments, nor do they monitor the submission or return of papers. Assignments will be returned to you via e-mail or Avenue to Learn.

Your assignments should be typed in 12-point font and double-spaced.

Absences, Missed Work, Illness, and Late Assignments

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work” ([http://academiccalendars.romcmaster.ca/content.php?catoid=13&navoid=2208#Requests for Relief for Missed Academic Term Work](http://academiccalendars.romcmaster.ca/content.php?catoid=13&navoid=2208#Requests_for_Relief_for_Missed_Academic_Term_Work)).

The McMaster Student Absence Form is a self-reporting tool for Undergraduate Students to report absences that last up to 3 days and provides the ability to request accommodation for any missed academic work. Please note that this tool cannot be used during any final examination period.

You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

If you are absent more than 3 days, exceed 1 request per term, or miss academic work worth 25% or more of your final grade, you MUST visit the Associate Dean of Social Sciences. You may be required to provide supporting documentation.

This form should be filled out when you are about to return to class after your absence.

Unless I receive this form or notification from the Associate Dean, there will be a 5% per day deduction for all late assignments.

If you miss an exam, you will have to inform the Associate Dean of Social Sciences, who will in turn notify me. Unless I receive this notification, writing a deferred exam will not be possible.

If you have any questions about the MSAF, please contact your Associate Dean’s office.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more information please refer to the [Turnitin.com Policy](#).

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](#) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Review of Grades

All assignments, tests, and exams will be graded carefully. On occasion, students may disagree with the mark they receive. If this occurs, I would be happy to review the mark, provided the request is serious and the following procedure is followed.

Write a one-paragraph statement describing in detail why you think a marking error was made. The statement should be submitted, along with the marked assignment or test, to me via email. You may submit the request for a re-mark no sooner than one week and no later than one month after the assignment or test was returned. I will review your mark and get back to you with written feedback.

Please note that when a mark is reviewed, the new mark may be lower than the original.

TOPIC AND READING SCHEDULE

The following schedule is meant to provide a sense of order and direction. We may modify it slightly as we move through the material. Announcements about any such changes will be made in class.

Note: T = Textbook chapter; all other readings will be posted on Avenue or available online

Week #1: September 11	INTRODUCTION TO INDIGENOUS-SETTLER RELATIONS
<i>Required Readings:</i>	Cannon & Sunseri: “Not Disappearing: An Introduction to the Text” [T] Barker & Lowman: “Settler Colonialism” Macdonald: “Canada’s Racism Problem”
<i>Recommended:</i>	Henry & Tator: “Racism and Indigenous Peoples”; Satzewich & Liodakis: “Aboriginal and Non-Aboriginal Relations”
Week #2: September 18	HISTORICAL CONTEXT AND CURRENT CONDITIONS
<i>Required Readings:</i>	Denis: “Sociology of Indigenous Peoples in Canada” RCAP: “Looking Forward, Looking Back: The Ghosts of History” Alfred: “Colonial Stains on Our Existence” [T]
<i>Recommended:</i>	Dickason: <i>A Concise History of Canada’s First Nations</i> ; King: <i>The Inconvenient Indian</i> ; Miller: <i>Skyscrapers Hide the Heavens</i> ; Senate Committee: <i>How Did We Get Here?</i>
Week #3: September 25	RESIDENTIAL SCHOOLS AND HISTORICAL TRAUMA
<i>Required Film:</i>	<i>Muffins for Granny</i> , directed by Nadia McLaren (* please watch before class)
<i>Required Readings:</i>	Boyden: “Legend of the Sugar Girl” Moses: “Letter to Indian Affairs: Mohawk Institute, 1942-47” Ing: “Canada’s Indian Residential Schools and their Impacts on Mothering” Bombay et al: “Intergenerational Effects of Indian Residential Schools”
<i>Recommended:</i>	Chansonneuve: <i>Reclaiming Connections</i> ; Downie & Lemire: <i>Secret Path</i> ; Fontaine: <i>Broken Circle</i> ; Fournier & Crey: “Killing the Indian in the Child”; Haig-Brown: <i>Resistance and Renewal</i> :

Surviving the Indian Residential School; Milloy: A National Crime; TRC: Honouring the Truth, Reconciling for the Future

Week #4: October 2

INDIGENOUS AND TREATY RIGHTS

REFLECTION #1 DUE

Guest Speaker: Dr. Dawn Martin-Hill (Six Nations)

Required Film: *The Dish with One Spoon*, directed by Dawn Martin-Hill
(* please watch before class)

Required Readings: Asch: "From *Terra Nullius* to Affirmation: Reconciling Aboriginal Rights with the Canadian Constitution"

Simpson: "Looking after Gdoo-naaganinaa" [T]

Morris: "Treaty Number Three" (e-book – McMaster library)

Waisberg, Lovisek, & Holzkamm: "Ojibwa Reservations as 'An Incubus upon the Territory': The Indian Removal Policy of Ontario, 1874-1982"

Recommended: United Nations Declaration on the Rights of Indigenous Peoples; Asch: *On Being Here to Stay*; Borrows & Coyle: *The Right Relationship*; Craft: *Breathing Life into the Stone Fort Treaty*; Hill: "Travelling Down the River of Life Together in Peace and Friendship Forever"; Lawrence: "Aboriginal Title and the Comprehensive Claims Process" [T]; Long: *Treaty No. 9*; Kataquapit: "Diary Sheds New Light on Treaty 9"; Mills: "What is a Treaty?"; Powless: "Treaty Making"

----- October 9 – MID-TERM RECESS – NO CLASS -----

Week # 5: October 16

HISTORICAL DEVELOPMENT OF INDIGENOUS AND SETTLER IDENTITIES

Required Readings: Doxtator: "The Idea of Indianness' and Once Upon a Time: The Role of Indians in History" [T]

King: "Too Heavy to Lift" [T]

Lawrence: "Rewriting Histories of the Land: Colonization and Indigenous Resistance in Eastern Canada" [T]

Mackey: "Settling Differences: Managing and Representing People and Land in the Canadian National Project"

Stevenson: "Colonialism and First Nations Women"

Recommended: Francis: *The Imaginary Indian*; King: *The Inconvenient Indian*; Thobani: *Exalted Subjects: Studies in the Making of Race and Nation in Canada*

Week #6: October 23

CONTEMPORARY INDIGENOUS AND SETTLER IDENTITIES, CITIZENSHIP, AND NATIONHOOD

AUTO-ETHNOGRAPHY ASSIGNMENT DUE

Required Readings: Alfred & Corntassel: “Being Indigenous: Resurgences against Contemporary Colonialism”

Andersen: “Indigenous Nationhood” [T]

Leroux: “Self-Made Métis”

Lowman & Barker: “Why Say Settler?”

Phung: “Are People of Colour Settlers Too?”

Newspaper Articles: Barker et al: “Open Letter from Indigenous Women Scholars Regarding Discussions of Andrea Smith”

Sawyer: “Why I’m Proud of My (Real and Imagined) Aboriginal Heritage”

Recommended: Andersen: “*Métis*”: *Race, Recognition, and Peoplehood*; Coates: “Being Aboriginal”; Finley: “Decolonizing the Queer Native Body” [T]; Freeman: “Not-So-Distant Relations”; Lawrence: “*Real*” *Indians and Others*; Mesa-Miles: “Two Spirit”; Nagel: “American Indian Ethnic Renewal”; Regan: *Unsettling the Settler Within*; Simpson: “Mohawk Nationhood and Citizenship in the Face of Empire” [T]; Vowel: *Indigenous Writes*

Week #7: October 30

MASS MEDIA, STEREOTYPES, AND PUBLIC OPINION

Required Film: *Reel Injun*, directed by Neil Diamond (* please watch before class)

Required Readings: Harding: “The Media, Aboriginal People, and Common Sense”

Fleras: “Reclaiming Aboriginality: From Mainstream Media Representations to Aboriginal Self-Representation”

Enviroics: “Canadian Public Opinion on Aboriginal Issues”

Recommended: Anderson & Robertson: *Seeing Red*; Ponting: “Public Opinion on Canadian Aboriginal Issues”; Wilkes et al: “Packaging Protest”; Walker et al: “Are the Pens Working for Justice?”; recent Angus Reid, Enviroics, and Ipsos polls

Week #8: November 6

INDIGENOUS-SETTLER RELATIONS, EVERYDAY
RACISM, AND STRUCTURAL VIOLENCE

REFLECTION #2 DUE

Required Readings: Denis: “The Alberton Group Home Controversy: ‘I have Native friends, but this is going too far’”

Green: “From *Stonechild* to Social Cohesion” [T]

Allan & Smylie: “The Role of Racism in the Health and Well-Being of Indigenous Peoples in Canada” [T]

Baskin: “Aboriginal Youth Talk About Structural Determinants of Homelessness” [T]

Recommended: Bailey: “Racism within the Canadian University”; Basso: *Portraits of the “Whiteman”*; Braroe: *Indian and White*; Cote-Meek: *Colonized Classrooms*; Dunk: “Race, Ethnicity, and Regionalism in Working-Class Culture”; Furniss: *The Burden of History*; OIPRD: *Broken Trust*; Robertson: “Invisibility in the Color-Blind Era”; Talaga: *Seven Fallen Feathers*

Recommended Film: *nîpawistamâsowin: We Will Stand Up*, directed by Tasha Hubbard

Week #9: November 13

GENDERED VIOLENCE AND MISSING AND MURDERED
INDIGENOUS WOMEN

Required Readings: Blaney: “Aboriginal Women’s Action Network” [T]

Harper: “Sisters in Spirit” [T]

Cannon: “Race Matters: Sexism, Indigenous Sovereignty, and *McIvor*” [T]

National Inquiry into Missing and Murdered Indigenous Women and Girls: Executive Summary of Final Report (excerpts)

Newspaper Articles: Hunt: “Tina Fontaine’s death shows how little is being done for indigenous women”

Klein: “How a Cree woman fell to death and no one heard anything”

Recommended: Anderson et al: *Keetsahnak: Our Missing and Murdered Indigenous Sisters*; Lavell Harvard & Brant: *Forever Loved*; RCMP: “Missing and Murdered Aboriginal Women: A National Operational Overview”; Report of the Aboriginal Justice Inquiry of Manitoba; Simpson: “The State is a Man”; Smith: *Conquest*; Trask: *From a Native Daughter*

Recommended Film: *Finding Dawn*, directed by Christine Welsh

Week #10: November 20

INDIGENOUS RESISTANCE, RESURGENCE, AND SELF-DETERMINATION MOVEMENTS

REFLECTION #3 DUE

Required Readings: Ramos: “What Causes Canadian Aboriginal Protest? Examining Resources, Opportunities and Identity, 1951-2000”

Russell: “Oka to Ipperwash: The Necessity of Flashpoint Events”

Sherman: “Picking up the Wampum Belt as an Act of Protest”

Idle No More Articles: Coulthard: “#IdleNoMore in Historical Context”

Denis: “Why ‘Idle No More’ is Gaining Strength, and Why All Canadians Should Care”

King: “We Natives are Deeply Divided: There’s Nothing Wrong with That”

Palmater: “Why Are We Idle No More?” [T]

Simpson: “Fish Broth and Fasting” [T]

Recommended: Alfred: *Wasáse*; Corntassel: *Everyday Acts of Resurgence*; Coulthard: *Red Skin, White Masks*; Coburn: *More Will Sing their Way to Freedom*; Fenelon & Hall: *Indigenous Peoples and Globalization: Resistance and Revitalization*; Kino-nda-niimi Collective: *The Winter We Danced*; Saul: *The Comeback*; Simpson: *Mohawk Interruptus*; Simpson: *Dancing on our Turtle’s Back*; Simpson: *As We Have Always Done*; Van Gelder: “Why Canada’s Indigenous Uprising is About All of Us”

Week #11: November 27

INDIGENOUS-SETTLER ALLIANCES: TOWARDS “RIGHT RELATIONSHIPS”

Required Readings: Davis & Shpuniarsky: “The Spirit of Relationships: What We Have Learned about Indigenous/Non-Indigenous Alliances and Coalitions”

Wallace, Struthers, & Bauman: “Winning Fishing Rights: The Successes and Challenges of Building Grassroots Relationships between the Chippewas of Nawash and their Allies”

Denis & Bailey: “You Can’t Have Reconciliation Without Justice”

Newspaper Articles: Simpson: “An Indigenous View on #BlackLivesMatter”

Grossman: "Populist Alliances of Cowboys and Indians are Protecting Rural Lands"

Recommended:

Davis: *Alliances*; Davis, Denis, & Sinclair: *Pathways of Settler Decolonization*; Grossman: *Unlikely Alliances*; Lawrence & Dua: "Decolonizing Racism"; Lukacs: "Canada's First Nation Protest Heralds a New Alliance"; Wallace: *Merging Fires*

Week #12: December 4

HEALING CANADA: TRUTH, RECONCILIATION, AND DECOLONIZATION

Guest Speaker:

Elder Renee Thomas-Hill (Six Nations)

Required Readings:

Government of Canada: "Statement of Apology to Former Students of Indian Residential Schools"

Denis: "Racial Contestation and the Residential School Apology: Indigenous and Settler Perspectives"

Regan: "The Power of Apology and Testimony" (e-book)

TRC-Related Articles:

CBC: "TRC urges Canada to confront 'cultural genocide'"

Truth and Reconciliation Commission (TRC): Calls to Action

Clifton & Rubenstein: "Debunking the half-truths and exaggerations in the Truth and Reconciliation report"

Watts & King: "TRC Report a Good Start, But Now It's Time for Action"

Recommended:

TRC: *Honouring the Truth, Reconciling for the Future*; Palmater: "Canada's Residential Schools Weren't Killing Culture, They Were Killing Indians"; Chandler & Lalonde: "Cultural Continuity as a Hedge against Suicide"; Henderson & Wakeham: *Reconciling Canada*; AHF reports; Cornassel & Bryce: "Practising Sustainable Self-Determination" [T]; Tuck & Yang: "Decolonization is Not a Metaphor"

MONDAY, DECEMBER 14

FINAL TAKE-HOME EXAM DUE

REFERENCES

Required

- Alfred, Taiaiake, and Jeff Corntassel. 2005. "Being Indigenous: Resurgences against Contemporary Colonialism." *Government and Opposition* 40(4): 587-614.
- Asch, Michael. 2002. "From *Terra Nullius* to Affirmation: Reconciling Aboriginal Rights with the Canadian Constitution." *Canadian Journal of Law and Society* 17(2): 23-39.
- Barker, Adam, and Emma Battell Lowman. 2015. "Settler Colonialism." *Global Social Theory* [<http://globalsocialtheory.org/concepts/settler-colonialism/>]
- Barker, Joanne, et al. 2015. "Open Letter from Indigenous Women Scholars Regarding Discussions of Andrea Smith." *Indian Country Today*, July 7. [<http://indiancountrytodaymedianetwork.com/2015/07/07/open-letter-indigenous-women-scholars-regarding-discussions-andrea-smith>]
- Bombay, Amy, Kimberly Matheson, and Hymie Anisman. 2014. "The Intergenerational Effects of Indian Residential Schools: Implications for the Concept of Historical Trauma." *Transcultural Psychiatry* 51(3): 320-338.
- Boyden, Joseph. 2001. "Legend of the Sugar Girl." Pp. 157-166 in *Born With a Tooth*. Toronto: Cormorant Books.
- Canadian Broadcasting Corporation (CBC). 2015. "Truth and Reconciliation Commission urges Canada to confront 'cultural genocide' of residential schools." *CBC News*, June 2. [<http://www.cbc.ca/news/politics/truth-and-reconciliation-commission-urges-canada-to-confront-cultural-genocide-of-residential-schools-1.3096229>]
- Cannon, Martin J., and Lina Sunseri (Editors). 2018. *Racism, Colonialism, and Indigeneity in Canada*, 2nd edition. Don Mills, ON: Oxford University Press.
- Clifton, Rodney E., and Hymie Rubenstein. 2015. "Debunking the Half-Truths and Exaggerations in the Truth and Reconciliation Report." *National Post*, June 4. [<http://news.nationalpost.com/full-comment/clifton-rubenstein-debunking-the-half-truths-and-exaggerations-in-the-truth-and-reconciliation-report>]
- Coulthard, Glen. 2012. "#IdleNoMore in Historical Context." *Decolonization: Indigeneity, Education and Society*. [<http://decolonization.wordpress.com/2012/12/24/idlenomore-in-historical-context/>]
- Davis, Lynne, and Heather Yanique Shpuniarsky. 2010. "The Spirit of Relationships: What We Have Learned about Indigenous/Non-Indigenous Alliances and Coalitions." Pp. 334-348 in *Alliances: Re/Envisioning Indigenous-non-Indigenous Relationships*, edited by Lynne Davis. Toronto: University of Toronto Press.
- Denis, Jeffrey S. 2012. "Why 'Idle No More' Is Gaining Strength, and Why All Canadians Should Care." *Toronto Star*, December 20. [http://www.thestar.com/opinion/editorials/2012/12/20/why_idle_no_more_is_gaining_strength_and_why_all_canadians_should_care.html]

- Denis, Jeffrey S. 2018. "Sociology of Indigenous Peoples in Canada." Online supplement to *SOC+*, 4th edition, edited by Robert J. Brym. Toronto: Nelson.
- Denis, Jeffrey S. 2020. "The Alberton Group Home Controversy: 'I have Native friends, but this is going too far'." Chapter 6 in *Canada at a Crossroads: Boundaries, Bridges, and Laissez-Faire Racism in Indigenous-Settler Relations*. Toronto: University of Toronto Press.
- Denis, Jeffrey S. 2020. "Racial Contestation and the Residential School Apology: Indigenous and Settler Perspectives." Chapter 9 in *Canada at a Crossroads: Boundaries, Bridges, and Laissez-Faire Racism in Indigenous-Settler Relations*. Toronto: University of Toronto Press.
- Denis, Jeffrey S., and Kerry A. Bailey. 2016. "'You Can't Have Reconciliation without Justice': How Non-Indigenous Participants in Canada's Truth and Reconciliation Process Understand their Roles and Goals." Pp. 137-158 in *The Limits of Settler Colonial Reconciliation: Non-Indigenous People and the Responsibility to Engage*, edited by Sarah Maddison, Tom Clark, and Ravi de Costa. Singapore: Springer.
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Aboriginal Healing Foundation (AHF): <http://www.ahf.ca/>

CBC 8th Fire TV Series: <http://www.cbc.ca/8thfire/>

Deyohahá:ge: Indigenous Knowledge Centre:
<http://www.snpolytechnic.com/index.php/indigenous-knowledge-centre>

Idle No More (INM): <http://www.idlenomore.ca/>

National Inquiry into Missing and Murdered Indigenous Women and Girls: <https://www.mmiwg-ffada.ca/final-report/>

Royal Commission on Aboriginal Peoples (RCAP):
<http://www.aadnc-aandc.gc.ca/eng/1307458586498/1307458751962>

Skills for Solidarity: <http://www.leadnow.ca/skills-for-solidarity/>

Truth and Reconciliation Commission (TRC): <http://www.trc.ca/>

Woodland Cultural Centre: <http://www.woodland-centre.on.ca/>