# MCMASTER UNIVERSITY

**SOCIOLOGY 4RR3 – INDIGENOUS PEOPLES & CANADA**

Winter 2023

Instructor: Dr. Kerry Bailey Email: baileka@mcmaster.ca

Office: KTH-614

Office Hours: Monday, 10:15-11:15 or by appointment

Class Day and Time: Class Location: KTH B103

Monday 11:30 – 2:30

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

# INDIGENOUS PEOPLES AND CANADA

This course will examine the nature of Indigenous and non-Indigenous (settler) identities and relationships within Canada. We will explore how these identities and relationships have formed over time and increase our understandings of how Indigenous peoples (distinguished by nation, class, gender, age, sexuality, etc.), experience a variety of social locations and structures within Canadian society. Further, we will review how powerful social systems have played significant roles in defining common understandings of Indigenous peoples and their experiences. Throughout the course, there will be ongoing discussions regarding the incessant impacts of racism and settler-colonialism. We will increase our understandings of how Indigenous peoples have both resisted and been impacted by settler-colonization over time. We will also consider how the identities and lived experiences of settler Canadians have simultaneously been shaped by their interactions with First Nations, Métis, and Inuit communities. As we proceed through the material, we will sharpen our critical thinking, self-reflexive and communication skills, in order to gain the largest benefit from our learning time together.

# Course Learning Objectives

By the end of the course, you will:

* Have a more comprehensive understanding of both historical and ongoing processes of settler-colonization in Canada.
* Be familiar with major concepts and debates in the study of Indigenous-settler relations (such as: settler colonialism; racism; identity politics; treaties; reconciliation and allyship).
* Be able to apply sociological theories and approaches to understand aspects of Indigenous-settler relations.
* Be able to understand the limitations of Western social scientific paradigms and the significant, and unique, contributions of Indigenous ways of knowing.
* Enhance your critical thinking, writing, referencing, and organizational skills.
* Enhance your oral communication and listening skills

# 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 found online. \*\*

# Evaluation

1. **Auto-Ethnography Assignment (25%), due Week 7**

With a focus on storytelling, self-reflection and relationality, you will 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 is due on Friday, **March 3rd**.

# Reflection Papers (2 x 5% = 10%), select 2 out of 3 possible weeks (5, 9 or 11)

Twice during the semester, you will be asked to complete a reflection on a specific issue raised in class/the readings. A question will be assigned at the end of class on the following dates: January 30th, March 6th, and March 20th. You must pick **two** out of the three weeks and complete the reflection. Your reflection papers will be due ***before***class one week later (**February 6, March 13, and March 27,** respectively). You have 2 options for the format of your submission. The first is to write a 500-word essay. The second is to create a video submission where your reflection is completed verbally in a narrative manner. Further details regarding expectations for both submission options will be outlined during in-person instructional time.

# Class Participation (15%)

To maximize the learning experience in this course, participation is critical. Participation will enhance your learning experience – increasing both your understanding of, and confidence with, the course content. In order to encourage active participation, 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.

# 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 insightful and thought-provoking questions to guide the discussion.

# Final Take-Home Exam (35%), due April 26th

The final take-home exam will consist of a few short essay questions based on the culmination of the course material. The goal will be to bring in the course material, engage in theoretical discussions and include research findings to create sociologically significant discussions. The questions will be assigned during our last class (April 12th) and will be due on Wednesday, **April 26th.**

# 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., discussions regarding 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 Times New Roman 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](http://academiccalendars.romcmaster.ca/content.php?catoid=13&navoid=2208&Requests_for_Relief_for_Missed_Academic_Term_Work)

[\_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.](http://www.mcmaster.ca/academicintegrity)

# 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**.**](http://www.mcmaster.ca/academicintegrity)

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](https://sas.mcmaster.ca/) [Services](https://sas.mcmaster.ca/) (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*](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)[*Students with Disabilities*](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) 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](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) 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](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (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: January 9 INTRODUCTION TO INDIGENOUS-SETTLER RELATIONS

*Required Readings:* Cannon & Sunseri: “Not Disappearing: An Introduction to the Text” [T]

Barker & Lowman: “Settler Colonialism”

Macdonald: “Canada’s Racism Problem”

*Recommended:* Henry & Tator: “Racism and Indigenous Peoples”; Satzewich & Liodakis: “Aboriginal and Non-Aboriginal Relations” Denis: ‘Contact theory in a small-town…”

Week #2: January 16 HISTORICAL CONTEXT AND CURRENT CONDITIONS

*Required Readings:* RCAP: “Looking Forward, Looking Back: The Ghosts of History”

Alfred: “Colonial Stains on Our Existence” [T]

Davis, Hiller, James, Lloyd, Taylor & Taylor: “Complicated pathways: settler Canadians learning to re/frame themselves and their relationships with Indigenous peoples”

*Recommended:* Denis: “Sociology of Indigenous Peoples in Canada”; Dickason: *A Concise History of Canada’s First Nations*; King: *The Inconvenient Indian*; Miller: *Skyscrapers Hide the Heavens*; Senate Committee: *How Did We Get Here?*

Week #3: January 23 RESIDENTIAL SCHOOLS AND HISTORICAL TRAUMA

Required Film: *Muffins for Granny*, directed by Nadia McLaren

(\* please watch before class)

*Required Readings:* Boyden: “Legend of the Sugar Girl”

Austen: “How Thousands of Children Vanished in Canada”

Ing: “Canada’s Indian Residential Schools and their Impacts on Mothering”

Bombay et al: “Intergenerational Effects of Indian Residential Schools”

*Recommended:* Chansonneuve: *Reclaiming Connections*; Downie & Lemire: *Secret Path*; Fontaine: *Broken Circle*; Fournier & Crey: “'Killing the Indian in the Child'”; Haig-Brown: *Resistance and Renewal: Surviving the Indian Residential School*; Milloy: *A National Crime*; TRC: *Honouring the Truth, Reconciling for the Future*

Week #4: January 30 POST-SECONDARY INSTITUTIONS AND DECOLONIZATION

*Required Readings:* Lavallee: “Is decolonization possible in the academy”

 Bailey: “Indigenous students: resilient and empowered in the midst of racism and lateral violence”

 James: “Strategies of Engagement: How Racialized Faculty Negotiate the University System”

*Recommended:* Cote-Meek: “Colonized Classrooms”; Gaudry & Lorenz: “Decolonization for the masses?”; Bailey: “Racism within the Canadian university: Indigenous students’ experiences”; Battiste: “Reconciling Indigenous Knowledge in education: Promises, possibilities, and imperatives”: Cote-Meek & Moeke-Pickering: “Decolonizing and indigenizing education in Canada”; Wotherspoon & Milne: “What do Indigenous education policy frameworks reveal about commitments to reconciliation in Canadian school systems?”; Wodtke: “The Impact of Education on Inter-Group Attitudes”; Gordon & White: “Indigenous educational attainment in Canada”

Week #5: February 6 INDIGENOUS AND TREATY RIGHTS

# REFLECTION #1 DUE

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)

# Sinclair: The Gift of Treaties

# (To be watched in-class)

*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”

Week # 6: February 13 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]

Palmater: Legislated Identity: Control, Division and Assimilation

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

 **February 20 – MID-TERM RECESS – NO CLASS -**

Week #7: February 27 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]

Kizuk: “Settler Shame”

Lowman & Barker: “Why Say Settler?” Phung: “Are People of Colour Settlers Too?”

Leroux: “Self-Made Métis”

*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 #8: March 6 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”

Government of Canada: “Media and Reconciliation”

Burns and Shor: “Racial Stereotyping of Indigenous people in the Canadian media”

*Recommended:* Environics: “Canadian Public Opinion on Aboriginal Issues” 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, Environics, and Ipsos polls

Week #9: March 13 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]

Gunn: “Ignored to Death”

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

Robertson: “Invisibility in the Color-Blind Era”

*Recommended:* Bailey: “Racism within the Canadian University”; Allan & Smylie: “The Role of Racism in the Health and Well- Being of Indigenous Peoples in Canada” [T]; 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*; Talaga: *Seven Fallen Feathers*

Recommended Film: *nîpawistamâsowin: We Will Stand Up*, directed by Tasha Hubbard Week #10: March 20 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]

Simpson: “The State is a Man”

*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; Smith: *Conquest;* Trask: *From a Native Daughter;* National Inquiry into Missing and Murdered Indigenous Women and Girls: Executive Summary of Final Report (excerpts)

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

Week #11: March 27 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”

Simpson: “Constellations of Coresistance”

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

Week #12: March April 3 INDIGENOUS-SETTLER ALLIANCES: TOWARDS “RIGHT

RELATIONSHIPS”

*Required Readings:* Davis, Denis, Hiller and Lavell-Harvard: “Learning and Unlearning…”

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

Week #13: April 10 HEALING CANADA: TRUTH, RECONCILIATION, AND DECOLONIZATION

Guest Speaker: To be confirmed…

*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”

Tuck & Yang: “Decolonization is Not a Metaphor”

*TRC-Related Articles:* CBC: “TRC urges Canada to confront ‘cultural genocide’”

Truth and Reconciliation Commission (TRC): Calls to Action

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; Corntassel & Bryce: “Practising Sustainable Self-Determination” [T];

# 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.

Austen, Ian. 2021. “How Thousands of Indigenous Children Vanished in Canada”. *New York Times*. https://gooriweb.org/news/2000s/2021/june/nyt9june2021b.pdf

Bailey: Indigenous students: resilient and empowered in the midst of racism and lateral violence. June 2019 [Ethnic and Racial Studies](https://www.researchgate.net/journal/Ethnic-and-Racial-Studies-1466-4356) 43(2):1-20

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-](http://indiancountrytodaymedianetwork.com/2015/07/07/open-letter-indigenous-women-scholars-regarding-discussions-andrea-smith) [scholars-regarding-discussions-andrea-smith](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.

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