### Introduction to Indigenous-Settler Relations in Canada SOCIOLOGY 2EE3

**Term Winter 2021** **Dr. Kerry Bailey**

**Class meets:** Mon 10:30am -11:20am, Wed 9:30am – 11:20am **baileka@mcmaster.ca**

**Classroom:** Online Office Hours: By Appointment

Office: N/A

*Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn for the most up-to-date information for this course. The course outline on Avenue to Learn will supersede previously published outlines until published course outlines are updated.*

### Course Description

Welcome to ‘*Introduction to Indigenous-Settler Relations in Canada*’! This course will engage your interests while also building on, and progressing, your skills in writing, critical thinking and theoretical application.

Throughout this course, you will dive into a wide variety of topics relevant to Indigenous-settler relations in Canada, including (but not limited to) the history of colonization, contemporary identities and social movements. Due to the nature of our readings and course-material, you will find that we return to the themes of inequality and conflict throughout the course. This will require the use of ongoing critical thinking and evaluation at each stage.

As we move through the course, we will review several relevant theories and learn how they are applied to data regarding Indigenous peoples and Canadian society, with an eye to both historical and contemporary times (and how those interconnect). We will also look at different types of terminology/conceptual definitions and question ‘who’ controls the creation of these definitions and ‘why’.

**Course Format**

This course has been designed for asynchronous learning. This means that the lectures will be pre-recorded and made available through Avenue to Learn each week. Once posted they will remain accessible for the remainder of the semester. Each week we will also have the opportunity to virtually gather for open discussion and questions. Participation in this weekly gathering is strongly encouraged, but not mandatory.

### Course Learning Outcomes

### By the end of this course you will be able to:

### understand and apply relevant theoretical perspectives and key concepts in the study of Indigenous-settler relations,

### critically interpret, evaluate and discuss sociological empirical evidence,

### demonstrate improved analytic and writing skills,

* have successfully utilized sociology literature to research a topic regarding Indigenous-settler relations in Canada and summarized/synthesized the findings.

### Course Readings

The course readings are a combination of articles published in peer-reviewed journals, chapters from selected texts and a few information publicly available websites. The reading schedule is outlined below – indicating for which weeks the readings are required. For the articles, and some chapters, direct links, or PDF files, have been provided within Avenue to Learn. There are 4 additional chapters (from 2 different separate textbooks) that have been put together in a custom e-book. This e-book is available for purchase directly from Oxford University Press through either Redshelf or Vitalsource. The custom e-book is listed under our course name, my name and McMaster University. If you have any issues locating or accessing the e-book, please let me know immediately.

Please ensure you have access to a writing guide containing details about either APA or ASA citation style. The use of proper writing format and etiquette (grammar, spelling, citations etc.) throughout all course assignments and communications is expected. These are publicly available online. If you need assistance obtaining a guide, please let me know.

**Course Requirements**

Graded assignments include:

Weekly reading and participation

In order to be prepared to understand and critically consider lecture content, students are expected to complete the weekly assigned readings prior to reviewing the lecture material. This preparation entails preparing a brief summary of the readings, including relevant questions/topics. Each week, these brief summaries are to be submitted to the appropriate Avenue to Learn drop box by the end of day Tuesday (as the asynchronous lecture material will be released to Avenue to Learn each Wednesday). Submission of these summaries will comprise the reading/participation portion of your grade.

Exam:

There will be one exam mid-way through the course (Week 7). This exam will cover the assigned readings, lecture material, and any other class resources provided (such as documentaries). The questions will assess comprehension of the literature, knowledge of key concepts, ability to critically evaluate the course material, and knowledge of evidence presented throughout the semester. The detailed format of this evaluation will be outlined in-class prior to the exam date.

Quizzes:

There will be 2 quizzes, administered through Avenue to Learn. These quizzes will be multiple choice and will be available online during the week indicated in the course calendar below. The quizzes will not be overly difficult or time-consuming. They are designed as a ‘check-in’ to ensure we are all moving forward through the material together.

Research Paper:

The semester will come to a close with the submission of your research paper. Your goal is to choose a topic/research question, and then gather, review and critically analyze relevant sociological literature (and potentially other supporting resources) in order to answer your selected question. For this project, you will NOT be required to collect original data. Part way through the semester, you will be asked to submit a preliminary reference list as you move toward the completion of your final paper.

**The research paper will be due: April 14**

Further information will be provided as the course unfolds, including required elements and expectations. Detailed info-sheets will be posted on Avenue to Learn.

**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 with the course instructor.

**Assignments Submission and Deadlines**

Assignments must be turned in electronically to Avenue to Learn by the deadline indicated on the course schedule. This course will use the originality-checking feature in Avenue to Learn to screen all assignments for plagiarism (see below). All pages must be numbered and have 1" to 1.25" margins on all sides. All text should be double-spaced in an easy-to-read 12-point font. Failure to adhere to these guidelines will be reflected in a decreased mark for the assignment.

### Grading

Grades will be calculated according to the following formula:

Reading/Participation 15%

Preliminary Reference List 5%

Mid-term exam 25%

A2L quiz 1 15%

A2L quiz 2 15%

Research paper 25%

**Review of Marks**

I work diligently to mark all exams/assignments fairly, however if you should disagree with the mark you receive on an assignment or exam then I will certainly review it. If you wish to have a mark on an assignment or exam reviewed you must follow the steps outlined below.

***Please be aware that when a mark is reviewed, the new mark may be higher, lower or the same as the original and the reviewed mark will be final.***

If you wish to request that a mark be reviewed, please write a brief, detailed description of the rationale for your request. This description will need to be submitted to me through email ([baileka@mcmaster.ca](mailto:baileka@mcmaster.ca)) within two weeks of when you received the mark. Any requests for review submitted after the two-week window has passed will not be considered.

**Late Assignments and Absences**

The McMaster Student Absence Form is a self-reporting tool for undergraduate students to report absences that last up to 3 days. This form allows students to request accommodation for any missed academic work. This tool cannot be used during any final examination period. You may submit a maximum of one Academic Work Missed request per term. It is your responsibility to follow up with your professor immediately regarding the nature of the accommodation. If you are absent more than 3 days, exceed 1 request per term, or are absent for a non-medical reason, you must visit the office of the Associate Dean of your Faculty. You may be required to provide supporting documentation. Any disruption this causes to turning in assignments on time, completing exams, and so forth, must be addressed directly with your professor as soon as possible.

For late assignments without approved excuses, you must make arrangements directly with your professor to submit the assignment. Assignments will be marked down 5 percentage points for each day it is late, including weekend days and holidays.

**Accommodations**

I am committed to making appropriate accommodations for students' observance of religious, Indigenous or spiritual holidays. Please contact me as early in the term as possible to make individual arrangements. In the case that a [RISO](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) accommodation is required, the request should be submitted to the Faculty Office at the beginning of the term so that alternative arrangements can be made.

I am also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through the Student Accessibility Services department (contact at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca%20) ). Please reach out to me at the beginning of the term to make individual arrangements and to complete the necessary paperwork. All such arrangements will be kept confidential.

# Email

Please consider email equivalent to any other form of written communication. Students are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as "Dear Professor Bailey,". Email failing to meet these standards, or containing questions that can be answered by referring to this syllabus or to Avenue to Learn, may not be answered may be returned unanswered. **I do not check the separate Avenue to Learn email, so please do not try to contact me that way**. All email communication must come from your mcmaster.ca email account directly to my own: baileka@mcmaster.ca

I will respond to email during the work week: Monday to Friday.

**Course schedule**

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| --- | --- | --- |
| **Week 1** | **11, 13-Jan** | **Introductions** |
|  |  | What does “Indigenous-settler relations” mean? |
|  |  | How do we understand this relationship and the role it plays in Canadian society?  Terminology – why is it important? |
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| **Week 2** | **18, 20-Jan** | **History 1** |
|  |  | Henry, F. & Tator, C. (2010). “Racism and Indigenous Peoples” in *The colour of demoncracy: racism in Canadian society*. Toronto: Nelson Education. (Chapter 4) (A2L) |
|  |  |  |
| **Week 3** | **25, 27-Jan** | **History 2** |
|  |  | Frideres, J.S. (2020). “Knowing your History” in *Indigenous Peoples in the Twenty-First Century, 3rd edition*. Don Mills: Oxford University Press. (Chapter 1) (e-book) |
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| **Week 4** | **1, 3-Feb** | **History 3 (Privilege)** |
|  |  | McIntosh, P. (1989). “White Privilege: Unpacking the Invisible Knapsack”. *Peace and Freedom Magazine*. July/August: 10-12.  (A2L) |
|  |  | **Quiz #1 – Avenue To Learn** |
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| **Week 5** | **8, 10-Feb** | **Land** |
|  |  | Simpson, L.B. (2014). “Land as pedagogy: Nishnaabeg intelligence and rebellious transformation”. Decolonization: Indigeneity, Education & Society 3(3): 1-25. (A2L) |
|  |  | Globe and Mail OpEd - “First Nations crisis is about land. We need a new settlement” – Hayden King, 2015 (online)  <https://www.theglobeandmail.com/opinion/hayden-king-first-nations-crisis-is-about-land-we-need-a-new-settlement/article22887364/> |
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|  |  | **READING WEEK** |
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| **Week 6** | **22, 24-Feb** | **Contemporary Identities** |
|  |  | Frideres, J.S. (2020). “Who are you?” In *Indigenous Peoples in the Twenty-First Century, 3rd edition*. Don Mills: Oxford University Press. (Chapter 2) (e-book) |
|  |  | Crey, K. (2009). Aboriginal Identity and the Classroom. UBC.ca  <https://indigenousfoundations.arts.ubc.ca/aboriginal_identity__the_classroom/> (online) |
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| **Week 7** | **1, 3-Mar** | **Mid-Term Exam** |
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| **Week 8** | **8, 10-Mar** | **Education** |
|  |  | Bailey, K.A. (forthcoming). “Indigenous University Students: refusing elimination despite ongoing battles with systemic racism” (A2L)  Denis, J.S. (2018). “Sociology of Indigenous Peoples” – Excerpt titled “Residential Schools”, pages 6-7. (A2L) |
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| **Week 9** | **15, 17-Mar** | **Inequalities – Justice System** |
|  |  | Monchalan, L. & Marques, O. (2020) “Terminating Canada’s Failed System of Injustice: Unmasking Colonialism, Redefining Relationships, and Re-establishing Balance” in *Visions of the Heart: Issues involving Indigenous peoples in Canada, 5th ed*. Don Mill: Oxford University Press. (e-book) |
|  |  | **Preliminary Reference List Due** |
| **Week 10** | **22, 24-Mar** | **Conflicts/Social Movements – Idle No More** |
|  |  | Wotherspoon, T., & Hansen, J. (2013). The “Idle No more” Movement: Paradoxes of First Nations Inclusion in the Canadian Context. *Social Inclusion* 1(1): 21-36. (A2L) |
|  |  | APTN Documentary – The Power Was With Us – Part 1 |
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| **Week 11** | **29, 31-Mar** | **Sovereignty** |
|  |  | King, T. (2018). “What Indians want” in *The Inconvenient Indian: a curious account of native people in north America*. Minneapolis: University of Minnesota Press. (Chapter 8) (A2L) |
|  |  | APTN Documentary – The Power Was With Us – Part 2 |
|  |  | **Quiz #2 – Avenue to Learn** |
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| **Week 12** | **5, 7-Apr** | **Reconciliation 1**  Green, J. (2020) “Enacting Reconciliation” in *Visions of the Heart: Issues involving Indigenous peoples in Canada, 5th ed*. Don Mill: Oxford University Press. (e-book) |
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| **Week 13** | **12, 14-Apr** | **Reconciliation 2** |
|  |  | Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society*, *1*(1). |
|  |  | (A2L)  Maguire, M., & Denis, J. (2019) Unsettling pathways: how some settlers come to seek reconciliation with Indigenous peoples. *Settler Colonial Studies* 9(2):505-524. (A2L)  **Final Research Paper Due** |

**Academic Dishonesty**

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and 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 kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at www.mcmaster.ca/ policy/Students-AcademicStudies/AcademicIntegrity.pdf.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained. In assignments, complete citations are required for all quotes and paraphrases. Consult the required writing style guide for information on how to properly cite the work of others.
2. Improper collaboration in group work. In this course, I encourage students to work together to understand concepts, discuss ideas, study for exams, etc. Improper collaboration would be defined as using the work of others to get out of doing your own work, claiming the work of others as your own, etc.
3. Copying or using unauthorized aids in tests and examinations.

## 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).

## 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.

## Course Modification Policy

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 students to check their McMaster email and course websites weekly during the term and to note any changes.

**Sociology Department Policies**

The Sociology staff will not date-stamp assignments/monitor the submission or return of papers. Turn in assignments via Avenue to Learn. Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (e.g., class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.). At this time, as we are working virtually, your main sources of information will come from the McMaster website resources.

## 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 |
| 0-52 | D- |
| 0-49 | F |