



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Statement of Online Requirement for all Interactions:

Kindness and respect, even when we disagree, are necessary to encourage diversity of thought and discussion. It is expected that you demonstrate respect and positive consideration for students and instructors, in relation to ability, beliefs, gender, language, nationality, race, or sexuality. In your interactions with others in this course, please be sure to think carefully about the words you choose.

Winter 2021

Course Code: SDS 311R/SWREN 311R/LS 373 – Section 041

Course Title: Indigenous Peoples and Canadian Public Policy

Online virtual meetings: January 12, 26; February 23; March 23; April 13 @ 1-2:20 pm

Instructor: Kelly Laurila, PhD, M.Ed., MSW, RSW.

Office Hours: Phone and online meetings can be arranged upon request. I will return emails within 24-48 hours, except for weekends

Email: kelly.laurila@uwaterloo.ca

Alerts:

Please check LEARN more than once/week for announcements pertaining to this course. This is how I will be communicating with you.

Do NOT submit PDF assignments as these present a challenge for providing adequate feedback within the document.

There are weekly discussion and response posts and three assignments to complete during this course. Be sure to check the due dates and times in the course schedule.

Attendance at the virtual sharing circles is important in order to benefit from course material discussions. To acknowledge the various school, work and family obligations you may have there are only 5 virtual sharing circles: January 12, 26; February 23; March 23; April 13. Please let the facilitator know if you are unable to attend any of these circles. An alternative make-up may be required.

Lectures: For most weeks, I will record a lecture to highlight significant points to be aware of from course materials for a particular week. The lectures will be available under 'Content' for the relevant week.

Note: Be advised that our virtual classroom sharing circles will be recorded to allow those who may have missed or want to review the session. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated course work. The recordings will be deleted at end of term. Please let the facilitator know if you have any concerns about the recordings.

Course Description

This course examines the evolution, logic, processes and impacts of government policies developed specifically for Native peoples, with particular attention to government policy as both a cause of and response to social problems with Native communities.

The format of this course will be primarily taught using Indigenous pedagogy. Be advised that this course does **not** use lecture-style teaching as the primary way of conveying information. The responsibility for sharing knowledge and discussion of readings will rest equally with the learners and instructor. Use of the sharing circle and small group discussions (virtually) will be the primary ways of learning, conveying, sharing, and discussing course information. Due to the participatory nature of this course, students will need to be prepared to keep up with readings, discussion and response posts, and engage in providing feedback and critical reflection.

Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

- A. Articulate an understanding of legitimate Indigenous approaches to teaching and learning
 - Indicate an understanding of a wholistic approach to teaching and learning.
 - Demonstrate an active participation in class through engagement in a sharing circle format and small group discussions.
 - Articulate relevance of one's social location in relation to Indigenous peoples and what this means for relating to and working with Indigenous peoples through various societal institutions.

- B. Identify and analyze significant public policies impacting Indigenous peoples in Canada, past and present.
 - Analyze policies such as those to create reserves, the Indian Act, Indian residential schools and the child welfare and justice systems with regard to their significance to Settler peoples and repercussions to Indigenous peoples in Canada.
 - Create a general understanding of the Royal Commission on Aboriginal Peoples Report and know its significance 20 years after its completion.
 - Develop an understanding of how to analyze significant political events, particularly instances of Indigenous resistance (e.g., blockades), and government and police response using an Historical & Contemporary Inquiry Method.

- C. Understand and analyze the differences, similarities and impacts of Indigenous and Western worldviews and public policies on ways of seeing, being, knowing, and doing.
- Develop an understanding of how worldview impacts public opinion, values, beliefs and policy development.
 - Articulate what the impacts of worldview and public policy have been for Indigenous peoples, past and present.
- D. Create a working understanding of the Truth & Reconciliation process Canada is now engaging in and what this means for learners, and indeed, all Canadians.
- Become familiar with the Truth and Reconciliation Summary Report released in 2015.
 - Analyze one's own connection to reconciliation through reflective and reflexive critical analyses.

Required Text

Belanger, Y.D. (2018). *Ways of knowing: An introduction to Native studies in Canada*. Nelson Ed.

Note: This textbook has been ordered for you at the University of Waterloo Bookstore. Contact them to purchase the text and they will ship to your address.
<https://wstore.uwaterloo.ca/>

Readings and Films Available through Library Reserves

Canadian Centre for Policy Alternatives. (2017, October 27). Senator Murray Sinclair: The truth is hard. Reconciliation is harder [Video]. Youtube. https://www.youtube.com/watch?v=SxtH_E6FqVo

Canuck Politics. (n.d.). Canada apologizes for residential school system. [Video]. Youtube. <https://www.youtube.com/watch?v=-ryC74bbrEE>

Centre for International Governance Innovation. (2018, November 9). How UNDRIP changes Canada's relationship with Indigenous peoples [Video]. Youtube. <https://www.youtube.com/watch?v=-Tq7Mnlavqs>

Hayling, A. & Tasker, R. (Producers) & Brady, H. & Markham, N. (Directors). 1991. *Hunters and Bombers* [Motion Picture]. National Film Board of Canada. https://www.nfb.ca/film/hunters_and_bombers/

Indian Act (1985). R. S. C., C. 1-5.

Kawaja, J., Sereny, J. & Tierney, K. (Producers) & Southam, T. (Director). 2006. *One dead Indian* [Motion Picture]. Sienna Films.

Ladner, K. (2018). Proceed with caution: Reflections on resurgence and reconciliation (pp. 245-264). In M. Asch, J. Borrows, & J. Tully (Eds.), *Resurgence and Reconciliation: Indigenous-Settler relations and earth teachings*. University of Toronto.

Linden, S. B. (2007). Report of the Ipperwash Inquiry. Executive summary, (Vol. 4; pp. 1-113). Ministry of the Attorney General. The Ipperwash Inquiry - Final Report - Volume 4.
https://www.attorneygeneral.jus.gov.on.ca/inquiries/ipperwash/report/vol_4/index.html

Laurila, K. (2018). Historical & Contemporary Inquiry Method. Adaptation from the work of Reed, K., Beeds, N., Elijah, M.J., Lickers, K., & McLeod, N. (2011). Aboriginal peoples in Canada. Pearson Canada Inc.

Metis Nation of Ontario. (2014, May 8). Daniels v Canada [Video]. Youtube.
<https://www.youtube.com/watch?v=0QAz2r2Eelo>

Monkman, L. (2018, April 6). What does decolonization mean to you. [Video]. CBC Indigenous News.
<https://www.cbc.ca/player/play/1204854851596>

National Screen Institute & NBCUniversal. (2017, May 8). Cree code talker [Video]. Youtube.
<https://www.youtube.com/watch?v=7JiUPBKST5M>

Nipissing University. (2017, March 28). George Erasmus: Reflections on the Royal Commission on Aboriginal Peoples [Video]. Youtube. <https://www.youtube.com/watch?v=-LHSB0ntS3A>

Ostraff, M. (2019, April 11). A national crime [Video]. Youtube.
<https://www.youtube.com/watch?v=Bz6-TIRBWRy>

Palmater, P. (2018, May 15). True test of reconciliation: Respect the Indigenous right to say No. Canadian Dimension. <https://canadiandimension.com/articles/view/true-test-of-reconciliation-respect-the-indigenous-right-to-say-no>

RCAP. (1996). Report of the Royal Commission on Aboriginal Peoples. Library and Archives Canada. <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>

Snook, M. (Producer), & Grant, T. (Director). (2005). Indecently exposed [DVD]. Canada: Westwind Pictures.

Submedia. (n.d.). The Oka crisis in five minutes. [Video]. Youtube.
<https://www.youtube.com/watch?v=ArOldwcj2w8>

Truth and Reconciliation Commission of Canada. (2015). Final report of the Truth and Reconciliation Commission of Canada. Volume One: Summary: Honouring the truth, reconciling the future.
<http://nctr.ca/reports2.php>

Tully, J. (2018). Reconciliation here on earth (pp. 83-129). In M. Asch, J. Borrows, & J. Tully (Eds.), Resurgence and Reconciliation: Indigenous-Settler relations and earth teachings. University of Toronto.

United Nations. (2008, March). United Nations Declaration on the Rights of Indigenous peoples. https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Wilson-Raybould, J. (2019). UNDRIP is the start, not the finishing line (pp. 69-75). In From where I stand:

Rebuilding Indigenous nations for a stronger Canada. Purich Books.

Wilson-Raybould, J. (2019). On certainty and why it's elusive (pp. 167-178). In *From where I stand: Rebuilding Indigenous nations for a stronger Canada*. Purich Books.

Additional Optional Reading Resources

Absolon, K. E. (2011). *Kaandossiwin: How we come to know*. Fernwood.

Anderson, K., Campbell, M., & Belcourt, C. (Eds.). (2018). *Keetsahnak: Our missing and murdered Indigenous sisters*. University of Alberta.

Burnett, K. & Read, G. (Eds.). (2012). *Aboriginal history: A reader*. Oxford University.

Cannon, M.J. & Sunseri, L. (Eds.). (2018). *Racism, colonialism and Indigeneity in Canada*. Oxford University.

Davis, L. (Ed.) (2010). *Alliances: Re/Envisioning Indigenous-non-Indigenous Relationships*. University of Toronto.

Dickason, O.P. & Newbigging, W. (2010). *A concise history of Canada's First Nations*. (2nd edition). Oxford University.

Edwards, P. (2001). *One dead Indian: The premier, the police, and the Ipperwash Crisis*. Stoddart.

Evans, A. (2004). *Chee Chee: A study of Aboriginal suicide*. McGill-Queen's University.

Fontaine, T. (2010). *Broken circle: The dark legacy of Indian residential schools. A memoir*. Heritage House.

Freire, P. (2008). *Pedagogy of the oppressed*. Continuum.

Haig-Brown, C. (2006). *Resistance and renewal: Surviving the Indian residential school*. Arsenal Pulp.

Hedican, E. J. (2012). Policing Aboriginal protests and confrontations: Some policy recommendations. *The International Indigenous Policy Journal*, 3(2). doi: 10.18584/iipj.2012.3.2.1.

Hedican, E. J. (2013). *Ipperwash: The tragic failure of Canada's Aboriginal policy*. University of Toronto.

King, T. (2013). *The inconvenient Indian: A curious account of Native people in North America*. Anchor Canada.

Loppie, S., Reading, C., & de Leeuw, S. (2014). *Aboriginal experiences with racism and its impacts. Social Determinants of Health, National Collaborating Centre for Aboriginal Health*.

Lowman, E. Battell & Barker, A. J. (2015). Why say settler? In E. Battell Lowman & Adam Barker, *Settler: Identity and colonialism in 21st century Canada*, pp. 1-23; 124-127. Fernwood.

Manuel, A. & Derrickson, R.M. (2015). *Unsettling Canada: A national wake-up call*. Between the Lines.

Manuel, A. & Derrickson, R.M. (2017). *The reconciliation Manifesto: Recovering the land, Rebuilding the economy*. James Lorimer & Company.

Miller, J.R. (1991). Owen Glendower, hotspur, and Canadian Indian policy. In J.R. Miller (Ed.), *Sweet promises: A reader on Indian-White relations in Canada* (pp.323-352). University of Toronto.

Milloy, J.S. (1999). *A national crime: The Canadian government and the residential school system (1879-1986)*. University of Manitoba.

Parker, L. (1998). "Race is...race ain't": An exploration of the utility of critical race theory in qualitative research. *International Qualitative Studies in Education*, 11(1), 43-55.

Parker, L. (2015). Critical race theory in education and qualitative inquiry: What each has to offer each other now? *Qualitative Inquiry*, 21(3), 199-205. doi: 10.1177/1077800414557828

Parker, L. & Stovall, D. (2004). Actions following words: Critical race theory connects to critical pedagogy. *Educational Philosophy and Theory*, 36(2), 167-182.

Purich, D. (1991). The future of Native rights. In J.R. Miller (Ed.), *Sweet promises: A reader on Indian-White relations in Canada* (pp.421-437). University of Toronto.

Reading, C. (2014a). *Understanding racism*. Social Determinants of Health, National Collaborating Centre for Aboriginal Health.

Reading, C. (2014b). *Policies, programs and strategies to address Aboriginal racism: A Canadian perspective*. Social Determinants of Health, National Collaborating Centre for Aboriginal Health.

Regan, P. (2010). *Unsettling the settler within: Indian residential schools, truth telling, and reconciliation in Canada* (pp. ix-xi; 1-53). UBC.

Richter, D. (2012). *Imagining a distant new world*. In K. Burnett G. Read, G. (Eds.), *Aboriginal history: A reader* (pp.28-39). Oxford University.

Smedley, A. (2007). Antecedents of the racial worldview. In T. Das Gupta, C. James, R. Maaka, G. Edward Galabuzi, D. Andersen (Eds.). *Race & Racialization: Essential readings* (pp.31-44). Canadian Scholars' Press.

Talaga, T. (2017). *Seven fall feathers: Racism, death, and hard truths in a northern city*. Canada: House of Anansi.

Tobias, J. L. (1991). Protection, civilization, assimilation: An outline history of Canada's Indian policy. In J. R. Miller (Ed.), *Sweet promises: A reader on Indian-White relations in Canada* (pp.127-144). University of Toronto.

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Discussion Posts	Each Week	25%
Response Posts	Each Week	15%
Indian Act Assignment – Group Task	February 23	5%
Historical & Contemporary Inquiry	March 23	35%
Reflexive Final Paper	April 20	20%
<hr/>		
Total		100%

Caveat: For all submissions of written work, be mindful of the use of language you are using. Historically and to present day, the way language was/is used in communication between Settlers and Indigenous peoples created certain assumptions. Thus, there were/are misunderstandings and gaps in understanding because of the assumptions people use in their writing. Define ambiguous and unfamiliar terms and concepts. Do not assume the reader will know what you are discussing. Do not use “we” as this implies that everyone reading the paper is in agreement with that part of the topic you are discussing. Do not use “you” as this is a non-professional and non-specific term describing somebody, but who is it??

Weekly Discussion (25%) and Response Posts (15%)

Each week you will be answering the guided questions and instructions posted in the course syllabus for the particular week the class is working on through a Discussion Post on LEARN. Your post must be original and not a response to someone else’s post (1 point). The post must be a minimum of 250 words, but no more than 400 words (1 point). Be sure to advise the reader what you are addressing (1 point). Context matters. The post must be professionally and respectfully written (1) and includes: full sentences, appropriate grammar, correct spelling, correct citations for readings, videos, films and/or any external references used, correct references located at bottom of post (5 points). As you review the course syllabus you will see that some weeks there is more preparation needed for Discussion Posts such as with the completion of a concept maps, preparing the Indian Act and Historical & Contemporary Inquiry assignments and research into Indigenous peoples and the federal government’s responses to public policy. It is strongly suggested that you create a calendar of due dates for various course requirements and discussion posts and to start early with such tasks so that you can determine what is required. Note that you need to address the assigned readings and videos for the particular week (2 points). Discussion posts need to be made early enough so that your peers have time to respond to your posts before it is time to move on to a new week. (1) Please take note of the due dates and time for Discussion Posts. Total = 12

Each week you will be responding to your peers’ post in some way (1 point) with regard to the questions or directions posed in the course syllabus for the particular week the class is working on. Your response post needs to demonstrate reflection and critical thought, and not merely agreement with another’s thoughts (2 points). Be sure to provide sufficient explanation so that the reader can identify what you are addressing in your response (1 points). The response post must be a minimum of 250 words, but no more than 400 words (1 point). It is recommended that some response posts vary with the task to be completed. Some responses involve your participation in the completion of one assigned task. Posts

must be professionally and respectfully written which includes: full sentences, appropriate grammar, correct spelling, correct citations for readings, videos, films and/or any external references used, correct references located at bottom of post (5 points). Please take note of the due dates and time for Response Posts (1 point). Total = 12

Important Notice about Group Work:

There are weeks where you will be required to work in small groups to complete discussion and response posts. It will be important that you attend to group discussions and responses in a timely manner in order that your small group is able to complete posts by required due dates and times. Perhaps begin by coming up with due dates for yourselves so that your work is handed in by the required course due date. Failure of a group member to contribute to discussions is not a reason to not complete a post; however, such failure will impact group members who did not contribute or who contributed too late for utilization of their information. Group work is not an occurrence unique to academia; but, a natural component of most organizational practices. Please work out any concerns that arise in respectful and kind ways.

Indian Act Assignment – Group Task (5%)

The purpose of this assignment is to acquaint learners with the legislated policy of the Indian Act and its impact on Indigenous peoples in Canada from its inception to the present day. A discussion post has been set up for you to discuss any of the questions with your peers. This is a great way to check your understanding of this policy with your peers as well to provide feedback; but it will also be a forum for you to complete this group assignment together. Participation by everyone is required so please divide up the tasks in an equitable way. Everyone will share the final grade for this assignment; it will be important that you all review each other's work to correct errors of information, writing style, APA referencing format (7th edition). Each group member will submit this group assignment to LEARN in order to receive a grade.

This assignment is not meant to be an essay. Write each question and then provide your response in full sentences and paragraph style. Answer the questions in the order that they appear on the Marking Scheme. Provide sufficient explanation for your responses. Be sure to reference all sources of information obtained, including the version of the Indian Act you are referring to. Cautionary Note: Take note of when the questions are asked in the past and present tense. This will affect how you respond to the questions.

Marking Scheme – Indian Act Assignment

Item	Mark
1. What is the Indian Act?	2
2. What areas of Indigenous peoples' lives does the Indian Act impact? There are many. Be specific.	2
3. Who does the Indian Act refer to?	1
4. In what ways did/does the Indian Act create artificial and harmful divisions between Indigenous peoples?	3
5. How have the Indian Act and Bill C-31 shaped Indigenous women's lives and identities? Provide examples.	4
6. What has been the long-term impact of the Indian Act?	3
7. It is said that the Indian Act is a racist legislated policy. Defend or deny this statement. Provide explanation and an example to make your case convincing.	2
8. Having learned about the Indian Act, what thoughts/questions are you left with?	1
Paper is between 4-5 pages (no less and no more); excluding title and reference pages. Paper is double-spaced; typed; uses size 12 font.	1
References. Use at least 2 references; one is the Indian Act and the other is Belanger (2018).	2
APA Writing and Reference Style (7 th Edition) <ul style="list-style-type: none"> • Correct citation (1) • Separate page for References with proper title for reference page (1) • Correct APA referencing (1) • Correct spelling, grammar, punctuation (2) • Ideas flow smoothly from one to the next; paragraphs are linked (2) Pages are numbered (1)	8
Use Title Page (1) <ul style="list-style-type: none"> • Title of paper, Name, Student #, Facilitator's name, Course Name & Number, Date submitted 	1
Each learner must submit paper to LEARN for grade purposes. Submit paper by required time on due date. Late papers will have 1 mark deducted/day. Documentation required after 1 week of due date. Do not submit PDF documents.	
Total	30

Historical & Contemporary Inquiry Assignment (40%)

This major assignment involves the application of the Historical & Contemporary Inquiry Method to ascertain the significance and roots of events and to make connections between historical events and contemporary issues. Learners will analyze the Ipperwash Crisis and the death of Dudley George at Kettle and Stony Point First Nation using the concepts of the Historical Inquiry Method. Kelly Laurila (2019) adapted the prior work of Reed, Beeds, Elijah, Lickers, & McLeod (2011) to create the Historical & Contemporary Inquiry Method. Learners will view a film called "One Dead Indian," (Kawaja et al, 2006) participate in a virtual class discussion, analyze the Report of the Ipperwash Inquiry (Linden, 2007), and participate in discussion posts in small group, to explore aspects of this crisis, and prepare an informed written summary of their critique and analysis of this event. In their explanations learners will make specific reference to information obtained from these 4 sources. This assignment is completed individually. When citing the Report of the Ipperwash Inquiry, specific page numbers are required in the citation.

Marking Scheme- Historical & Contemporary Inquiry Assignment

Item	Mark
Introduction. What is this paper about (2) and what will you be doing (i.e., covering) in this paper (1)? Tell the reader how you will organize your paper. (1)	4
Exploration of topic using Historical & Contemporary Inquiry Method (cite reference). Identify the 6 aspects of this method (6) with brief definitions (6). Using these aspects, explain your analysis of the death of Dudley George. You will cite information from the 3 sources noted above in the description of this assignment. You will reference the film (6 points –with one point being for each of the six aspects of the Historical & Contemporary Inquiry Method); class discussion of the analysis of the Report of the Ipperwash Inquiry Method (6 points with one point being for each of the six aspects); your analysis of the Report of the Ipperwash Inquiry Method (6 points – with one point being for each of the six aspects of the Historical & Contemporary Inquiry Method); and small group discussions (6 points – with one point being for each of the six aspects of the Historical & Contemporary Inquiry Method). Note that for this section you will have accumulated 25 citations (25 marks) and 5 references (5)	65
Conclusion. Wrap up main points as a summary of your overall thoughts on the death of Dudley George. (3) Identify at least 2 thoughts that you want the reader to reflect further on (What can be learned from applying this inquiry method?). (1)	4
Paper is between 9-11 pages (no less and no more) and excluding title and reference pages. Typed. Paper is double-spaced; uses size 12 font	1
APA Writing and Reference Style (7 th Edition) <ul style="list-style-type: none"> • Correct citation (1) • Separate page for References with proper title (1) Correct APA 7th edition referencing (2) • Correct spelling, grammar, punctuation (2) • Ideas flow smoothly from one to the next; paragraphs are linked. Define any terms for clarity and understanding (2). Pages are numbered (1) 	9
Use Title Page (2) <ul style="list-style-type: none"> • Title of paper, Name, Student Number, Facilitator’s name, Course Name & Number, Date 	1
Papers submitted electronically to LEARN. Submit paper by specified time on due date. Late papers will have 1 mark deducted/day. Documentation required for later papers beyond 1 wk. Do not submit PDF documents.	
Total	84

Reflexive Final Paper (20%)

For the final assignment of this course, you will write a reflexive paper of your experience and learning in this course. This paper has 2 components and it is to be professionally written using APA (7th Edition) writing and referencing style. This means that you will use complete sentences, include an introduction and conclusion, and avoid terms like “you” and “we” (see notation near beginning of syllabus) and cite references for everything that is not your own opinion. It is, however, okay to refer to yourself as “I” because this paper is about you. This paper can range from 5-7 pages, excluding title and references pages.

Part 1:

- a. Include in your paper a discussion of public policy in relation to Indigenous and Settler peoples in Canada, with connection to past and present impacts of such policies on

Indigenous peoples. It is expected that you will discuss three pertinent policies that were covered in course readings and/or discussions. These could be the creation of Reserves, Indian Act, Enfranchisement, Bill C-31, Civilization Act, FNGA, policy to protect northern border of Canada from invasion (1954-1957), R v. Powley, Daniels v. Canada, policies pertaining to government and police interventions in land protests (land protection) by Indigenous peoples, policy created to use Indigenous lands during WW 1 & 2, and Indian Residential Schools; but you may want to mention other policies that were discussed. Be sure that you are addressing policies and not reports and recommendations. Support your discussion with relevant course readings, films/videos, and class discussions.

b. After reviewing several policies in this course, what sense are you making of the reasons for such policies and the impacts these policies have had on Indigenous peoples? Support your discussion with relevant course readings, films/videos, and class discussions. Be sure that your discussion is supported by enough explanation and examples to concretize your discussion. Note: Do not include references external to this course.

Part 2:

This part is all about you. Include discussion of what you have learned about yourself in relation to Indigenous/Settler peoples in Canada. This means that you will reflect on your identity and how your learning from this course informs your present and future interactions with Indigenous/Settler peoples in the reconciliation process? Support your discussion with relevant course readings (3), films/videos (2), and class discussions (3). It is expected that you will use the Final Report of Truth and Reconciliation Commission of Canada in your discussion.

Marking Scheme – Reflexive Final Paper		Mark
Paper - Introduction. Start by stating what your paper is about. (1). Identify your social location so that the reader knows who the person is writing this paper and the perspective they are taking with their responses. (2). Tell the reader how you are organizing your paper.(1)		4
Part 1 a. Three policies explained sufficiently (3 policies X 3 points each = 9). References include readings (3), videos/films (2), class discussions and/or lecture material (3) b. Making sense of the policies (3 points explained sufficiently X 3 points each = 9). References include readings (3), videos/films (2), class discussions and/or lecture material (3).		34
Part 2 This part is all about you. Include discussion of what you have learned about yourself in relation to Indigenous/Settler peoples in Canada. This means that you will reflect on your identity (1) and how your learning from this course informs your present and future interactions with Indigenous/Settler peoples in the reconciliation process (3)? Support your discussion with relevant course readings (3), films/videos (2), and class discussions (3). It is expected that you will use the Final Report of Truth and Reconciliation Commission of Canada in your discussion.		12

Conclusion. Wrap up main points as a summary of your reflexions and learning (at least 3 points).	3
Paper is between 5-7 pages (no less and no more); excluding title and references page. Paper is double-spaced; typed; uses size 12 font. It is expected that papers will follow these requirements. Where this is not followed a deduction of 2 marks is taken from the paper)	
APA Writing and Reference Style (7 th Edition) <ul style="list-style-type: none"> • Correct citation (2) • Separate page for References with proper title for reference page (1) • Correct APA referencing (2) • Correct spelling, grammar, punctuation (2) • Ideas flow smoothly from one to the next; paragraphs are linked (2) • Pages are numbered (1) 	10
Use Title Page <ul style="list-style-type: none"> • Title of paper • Name • Student Number • Facilitator's name • Course Name and Number • Date submitted 	1
Paper is due at the time and date listed in course syllabus. Late papers will have 2 marks/day deducted. Exceptions to the due date must be negotiated with the instructor before the due date. Do not submit PDF documents.	
Total	64

Course Schedule: The following chart outlines the week, date, topic and taaks

Week	Date	Topic	Tasks
1	Jan 12	Welcome and Introductions Establishment of ethics for teaching and learning together Overview of course, course syllabus and assignments Discussion Post Task 1.Introduce yourself by saying who you are in relation to Indigenous peoples.	Virtual Sharing Circle – 1-2:20 pm Discussion post to be completed by Jan. 15 at 12:01 am Note: Begin Week 2 activity early as this is a group activity that needs to be completed by Jan. 19 @ 12:01 am
2	Jan 19	Indigenous pedagogy Indigenous teachings of the circle Indigenous peoples' relationship with the land Demographics, geography and environment (governance, social, political, economic systems) Discussion/Response Post 1.Small group task. After reading Belanger (2018), chapters 1 and 2, your task is to talk with one	Readings: Belanger (2018), Chapters: 1 - Ways of knowing 2 - The land and Indigenous political economy Begin reading Report of the Ipperwash Inquiry (Linden, 2007, pp. 1-14). Needs to be

Week	Date	Topic	Tasks
		<p>another in your small group. From your group’s discussion, create one diagram (for your group), chart or other visual creation with bullet points with the following headings:</p> <ul style="list-style-type: none"> Arctic Subarctic Northeast South-Central Plains Plateau Northwest Coast <p>For these 7 areas describe the primary points with regard to traditional forms of economical and political contexts. Also, describe the Indigenous peoples, geographical location, and the environment in which the people live. Submit your document to this week’s discussion/response post. 2. Answer the following questions to go along with the document:</p> <p>While completing this activity what did you learn about Indigenous peoples? Include at least 3 thoughts that are explained with examples.</p> <p>What makes Indigenous peoples in these various regions of Canada similar and different from one another?</p> <p>What Indigenous knowledges are you picking up from having completed this activity? Identify at least 3 examples.</p>	<p>read by Week 6.</p> <p>Discussion/Response Post to be completed by 12:01 am.</p>
3	Jan 26	<p>Critical discourse of racism, colonization, discrimination, oppression and how these concepts describe the relationships between Indigenous and Settler peoples in societal policies and everyday living experiences pertaining to Indigenous peoples</p> <p>Discussion Posts:</p> <ol style="list-style-type: none"> 1. You read Chapter 15 of Belanger (2018): Urban Issues). What complexities and intersectionalities do you interpret from this chapter regarding urban Indigenous peoples? Reflect on how racism, colonization, and oppression impact the lives of urban Indigenous peoples. 2. You might think that the film, Indecently Exposed, is an outdated film; however, if you have watched the news at all in the past 9 months, you 	<p>Virtual Sharing Circle – 1-2:20 pm</p> <p>Reading: Belanger (2018), Chapter 15: Urban Issues</p> <p>Continue reading Report of the Ipperwash Inquiry (Linden, 2007, pp. 14-50)</p> <p>Film: Snook & Grant (2005): Indecently Exposed (Film)</p> <p>Complete 2 Handouts (found</p>

Week	Date	Topic	Tasks
		<p>will have discovered that racism exists and continues to impact the lives of Black Peoples, Peoples of Colour, and Indigenous peoples. What is it about the colour of one's skin that matters?</p> <p>3. You completed the "Typical Statements" sheet before watching the film. On the surface these statements say one thing, but on a deeper reflective level these statements say something about the person saying them. What are some thoughts (at least 2) that you think are being said on this deeper level?</p> <p>Response Post: Provide at least one response to your peers' posts to any of the questions above.</p>	<p>in 'Content' on LEARN before watching film:</p> <ol style="list-style-type: none"> 1. "Typical Statements" 2. "Indecently Exposed" Film Questions <p>Discussion/Response Post to be completed by 12:01 am</p>
4	Feb 2	<p>Exploration of public policies regarding Indigenous peoples in Canada Reserves, Indian Act, Bill C-31, Enfranchisement, Gradual Civilization Act, FNGA Phases of relationships between Indigenous and Settler peoples (implications for policy development) Treaties Historical & Contemporary Inquiry Method</p> <p>Discussion Post Task: 1. Small groups. Begin working on Indian Act Assignment together. The chapters from Belanger (2018) will have been completed this day. Post initial thoughts to 2 or 3 questions to get conversations going.</p>	<p>Readings: Belanger (2018), Chapters: 4 – Treaties 5 – The Indian Act and Indian affairs in Canada</p> <p>Indian Act (1985).</p> <p>Laurila (2018). Historical & Contemporary Inquiry Method handout (see 'content' in LEARN)</p> <p>Continue reading Report of the Ipperwash Inquiry (Linden, 2007, pp. 50-62)</p> <p>Initial Discussion/Response Posts need to have been started by this day at 12:01 am</p>
5	Feb 9	<p>Indigenous resistance The significance of understanding history, perspectives, and context Historical & Contemporary Inquiry method to analyze Ipperwash Crisis Film: One Dead Indian Debriefing after film</p> <p>Discussion Post:</p>	<p>Film: Kawaja, Sereny, Tierney, & Southam (2006). One dead Indian.</p> <p>Reading: Continue reading Report of Ipperwash Inquiry (Linden, 2007, pp. 62-77).</p>

Week	Date	Topic	Tasks
		<p>After watching the film, "One Dead Indian," answer the following questions and post on LEARN</p> <p>1. What land is in question in the film? (What Treaty Territory?, geographical location, whose territory?).</p> <p>2. What policies do you think existed and were absent and which enabled the circumstances to take place as they did? How do you explain the existence of such policies and as well as the absence of some?</p> <p>Response Post: 1. Provide a response to the Discussion Post question 2 of at least one of your peers.</p>	<p>Continuing working on Indian Act group assignment through Discussion/Response Post</p> <p>Handout: Questions pertaining to Report of the Ipperwash Inquiry (found in 'Content' on LEARN)</p> <p>Discussion/Response Posts are to be completed by 12:01 am</p>
	Feb 15-19	Family Day and Reading Week	
6	Feb 23	<p>Analysis of the Report of the Ipperwash Inquiry in the death of Dudley George</p> <p>Oka, Gustafsen Lake, Burnt Church Crises</p> <p>Discussion/Response Post: Small group task for Historical & Contemporary Inquiry assignment. This is a crucial component of your assignment. You should now be done reading the Report of the Ipperwash Inquiry (Linden, 2007). You will need to access parts of this report for this group discussion but also for your individual assignment and the virtual sharing circle this day. Begin your small group discussion by this day and continue forward.</p> <p>Bring handout of questions to virtual sharing circle and be sure to have researched some responses to these questions to add to discussions.</p>	<p>Virtual Sharing Circle 1-2:20</p> <p>Indian Act Assignment Due at 12:01 am</p> <p>Reading: Linden (2007). Report of Ipperwash Inquiry (pp. 79-93). Should now be completed.</p> <p>Handout of questions pertaining to the Report of the Ipperwash Inquiry. (see "Content" on LEARN for Week 5)</p> <p>Discussion/Response Posts need to have been started by everyone this day by 12:01 am</p>
7	Mar 2	<p>Exploration of public policies regarding Indigenous peoples in Canada and Indian Residential Schools</p> <p>Duncan Campbell Scott, Egerton Ryerson</p> <p>Bagot Report, Davin Report, Bryce Report</p> <p>Discussion and Response Posts:</p>	<p>Reading: Truth & Reconciliation Commission of Canada (2015): Summary Report: The history (pp. 37-67)</p> <p>Video:</p>

Week	Date	Topic	Tasks
		<ol style="list-style-type: none"> 1. Critique the ideology that you see that has enabled the policies behind Indian Residential Schools to have taken place. How does this ideology continue to impact Indigenous peoples? 2. Provide a response to at least one of your peers with regard to question 1. 	<p>Ostroff (2019). A national crime.</p> <p>Complete Discussion and Response Posts by 12:01 am</p>
8	Mar 9	<p>Public policies regarding Indigenous peoples in relation to the Métis, Inuit, Native Military Indigenous resurgence</p> <p>Discussion/Response Posts: An exploration of policies: Settler/Crown gain and Indigenous dispossession and resurgence. After reading the three chapters from Belanger (2018) regarding the Metis, Inuit, and Native Military and watching the associated films create a concept map. Here is a link to a quick overview of what concept maps are (and some good examples of linking lines). You can watch the first 35 seconds of the video on the Concept map software page, Concept Maps: How Instructors Can Use Them to Support Student Learning. Feel free to be creative and come up with your own concept map. This map will comprise your understanding of the main points. The following are a number of statements that you can use, but feel free to also create your own and add to these ones. You need to at least use these statements. The focus of the statements will pertain to policies created by the federal government with regard to Métis, Inuit, Native Military. These statements may also refer to policies that were implemented by the federal government as a result of Indigenous resurgence (check your understanding of this word). How will you organize the following statements with regard to the 3 categories (Inuit, Métis, Native Military) and policies created by/for the government or by the government for the benefit of Indigenous peoples?:</p> <ul style="list-style-type: none"> ➤ Policy created to use “vacant”(unoccupied) northern land for low-level flying jets training ➤ Indigenous peoples were viewed as allies to French, British, and Canadian government at different times in history 	<p>Readings: Belanger (2018), Chapters: 6 - The Métis 7 - The Inuit and Nunavut 8 - Native Military Traditions and the Canadian Forces</p> <p>Videos: Hayling & Tasker (1991): Hunters and Bombers.</p> <p>Metis Nation of Ontario (2014, May 8): Daniels v Canada</p> <p>National Screen Institute & NBCUniversal (2017, May 8): Cree Code Talker</p> <p>Complete Discussion/Response Posts by 12:01 am</p>

Week	Date	Topic	Tasks
		<ul style="list-style-type: none"> ➤ Daniels v. Canada. (What is the meaning of this?) ➤ Policy to prohibit Indigenous peoples from volunteering for WW 1 and 2 ➤ They worked for 25 years to achieve this territory ➤ They continue to protect their land ➤ R v. Powley (What is the meaning of this?) ➤ Policy to prevent a fiduciary responsibility. ➤ Policy created to protect northern border of Canada from invasion (1954-1957). ➤ Policy to use military to intervene in Indigenous land claims ➤ Policy to allow Indigenous peoples to fight in WW 1 and 2 ➤ Policy created to use Indigenous lands during WW 1 and 2 for military training ➤ Policy to prohibit Indigenous peoples from receiving benefits after fighting in WW 1 and 2 	
	Mar 15-16	New Long Weekend	
9	Mar 23	<p>Structural and systemic ideological Impacts of public policy on Indigenous peoples in Canada socially, politically, economically, environmentally</p> <p>Discussion Post: Choose 2 of the following to address in your discussion post:</p> <ol style="list-style-type: none"> 1. Chapter 10. How did the introduction of the NWMP/RCMP alter both the Indigenous-Canada relationship, and Indigenous concepts of community-based justice? 2. Chapter 10. Examine one of the case studies presented in this chapter. What is the learning that can come from this example with regard to the issues that Indigenous peoples face with regard to the justice system. 3. Chapter 11. Why does the Canadian government maintain an Indigenous affairs bureaucracy and band councils as the primary government within First Nations communities? 4. Chapter 11. Does the Inherent Rights Policy of 1995 truly acknowledge the inherent right to Indigenous self-government? Discuss 5. Chapter 12. Why has government involvement 	<p>Virtual Meeting from 1-2:20</p> <p>Historical & Contemporary Inquiry Assignment Due</p> <p>Readings: Belanger (2018), Chapters: 10 – Native People and the Canadian Justice System 11 – Self-government 12 – Economic Development 13 – Health and Well-Being in Canada</p> <p>Suggested Reading: Chapter 9: Political organizing in Canada</p> <p>Discussion and Response Posts to be completed by 12:01 am.</p>

Week	Date	Topic	Tasks
		<p>in Indigenous economic development to date been so damaging?</p> <p>6. Chapter 13. Jordan’s principle is a policy advisement that was reached in a supreme court decision in 2016. Comment on how this policy has the potential to improve Indigenous health in Canada.</p> <p>7. Chapter 13. How did the introduction of diseases from Europe gradually erode four of the unique principles of pre-contact Indigenous health?</p> <p>8. Chapter 13. How is it that Indigenous health – the causes of which were identified in the early 1900’s – continues to exhibit lower than average outcomes?</p> <p>Response Post: Provide a response to at least one of your peers’ posts with regard to any of the questions above.</p>	
10	Mar 30	<p>Indigenous people and federal government responses to imposed policies – Part 1</p> <p>Report of the Royal Commission on Aboriginal Peoples (RCAP). Indigenous peoples’ response.</p> <p>The Apology regarding Indian Residential Schools. Federal Government response</p> <p>Discussion/Response Post: This is a small group post. You have 2 tasks to complete. One, respond together to the following questions about RCAP. Responses can be bullet points but explain sufficiently. Submit to this discussion post. Two, complete an infographic that exemplifies the meaning and components of RCAP. Post your graphic in discussion post for this topic. Here is some information that may be helpful. Fast and easy infographics with word or powerpoint - youtube ; 20+ tools to create your own infographics - Hongkiat ; Top tips from experts on what makes a great infographic ; Today In Horrible Infographics: 5 Keys to Creating Successful Infographics</p> <p>Address the main categories and the sections within those categories for RCAP. In other words, your infographic should reveal the areas that RCAP addressed. I urge you to think wholistically with</p>	<p>Readings: TRC Final Report (2015): RCAP – p. 185-187; Apology – p. 369-371 RCAP (1996). See syllabus for website.</p> <p>Videos: Canuck Politics. (n.d.). Canada apologizes for residential school system.</p> <p>Submedia. (n.d.). The Oka crisis in five minutes.</p> <p>Nipissing University. (2017, March 28). George Erasmus: Reflections on the Royal Commission on Aboriginal Peoples</p> <p>Discussion/Response Posts to be completed by 12:01 am</p>

Week	Date	Topic	Tasks
		<p>your creative depiction. This means looking for how everything is connected. It is advised that you decide in your small group how this work will be divided up amongst all of you. Indicate group members' names with associated tasks.</p> <p>RCAP (some research may be required)</p> <ul style="list-style-type: none"> •What is RCAP? •Who was the Chair of this commission? •Year of report? •What prompted RCAP to come about? •It was recommended in RCAP that there be a 20 year commitment to the implementation of the recommendations. This commitment did not happen. Why do you think this did not happen? •Where do you think our country would be if the 20 year commitment had been implemented? <p>The Apology</p> <ul style="list-style-type: none"> •What is the date of the apology? •Who is making the apology and on whose behalf? •Critique the first sentence of the apology on page 369 or in the first few sentences in the assigned video of The Apology. •What are some benefits of a country wide government apology? •What is lacking in the apology? 	
11	Apr 6	<p>Indigenous people and federal government responses to the imposed policies – Part 2</p> <p>United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) (Indigenous peoples' response)</p> <p>Truth & Reconciliation (Indigenous peoples' response)</p> <p>Federal Government's response to UNDRIP & TRC</p> <p>Discussion/Response Post: This is a small group post. Respond together to the following questions about UNDRIP and TRC. Responses can be bullet points but explain sufficiently. Submit to this discussion post. It is advised that you decide in your small group</p>	<p>Readings: TRC Final Report (2015): UNDRIP – p. 187-191 TRC Calls for Action – p. 135-315 or 319-337</p> <p>United Nations. (2008, March). United Nations Declaration on the Rights of Indigenous peoples.</p> <p>Wilson-Raybould (2019). UNDRIP is the start, not the finishing line.</p> <p>Videos: Canadian Centre for Policy Alternatives. (2017, October</p>

Week	Date	Topic	Tasks
		<p>how this work will be divided up amongst all of you.</p> <p>United Nations Declaration of Indigenous Rights (UNDRIP):</p> <ul style="list-style-type: none"> *Date signed by United Nations *Date Canada signed (but not recognized) *Why did Canada hold out from signing? *What was the major outcome of this declaration? *What was the meaning behind this declaration for Indigenous peoples? *What is the difference between signing, endorsing, acknowledging, and implementation of UNDRIP? *What has our government done in this regard? <p>Truth & Reconciliation Commission Calls to Action</p> <ul style="list-style-type: none"> *Date TRC process began? *Date of final report of the TRC? *What was the commission designed to do? *Who are the Calls to Action directed to? *Your thoughts/critiques pertaining to the implementation of reconciliation in Canada, where the country is to date in this process, and what needs to still be done. 	<p>27). Senator Murray Sinclair: The truth is hard. Reconciliation is harder.</p> <p>Centre for International Governance Innovation. (2018, November 9). How UNDRIP changes Canada’s relationship with Indigenous peoples.</p> <p>Complete Discussion and Response posts by 12:01 am</p>
12	Apr 13	<p>It’s All About the Land!</p> <p>Reconciliation Decolonization Responsibilities, roles All Our Relations Final Sharing Circle</p> <p>Discussion Post:</p> <ol style="list-style-type: none"> 1. From course discussions and readings how are you interpreting decolonization and reconciliation as distinct terms and having distinct implications for action with regard to Indigenous/Settler relations and policy making in Canada? 2. From the readings for this week and your work throughout this term, how do Indigenous peoples see reconciliation? In other words, what is the work that some Indigenous peoples are saying that they need to do? What is the work of Settler peoples? What is the work for you in your identity? <p>Support your views for questions 1 and 2 with context and examples from the readings.</p>	<p>Virtual Sharing Circle – 1-2:20 pm</p> <p>Readings: Ladner (2018). Proceed with caution: Reflections on resurgence and reconciliation.</p> <p>Palmater (2018). True test of reconciliation: Respect the Indigenous right to say No.</p> <p>Tully (2018). Reconciliation here on earth.</p> <p>Truth & Reconciliation Commission of Canada: Final Report: The legacy, challenge & Calls to Action (pp.135-317; and/or 337)</p> <p>Wilson-Raybould (2019). On certainty and why it’s elusive.</p>

Week	Date	Topic	Tasks
		<p>Response Post: Respond to at least one peer's post to question 1.</p> <p>Required Discussion Post: In addition to answering the questions above. For those unable to attend the final virtual sharing circle post a discussion regarding what your greatest two or more learning moments were in this course. These posts need to show insights with examples to explain your points. Note that this post must be 250-400 words (as with all posts).</p>	<p>Video: Monkman, L. (2018, April 6). What does decolonization mean to you.</p> <p>Complete Discussion and Response posts by 12:01 am</p>
13	Apr. 20	No Class	Final Paper Due by 12:01 am

Late Work

All assignments are to be submitted by the due dates indicated in the course schedule. Requests for extensions with valid reason must be negotiated with the instructor prior to the due date in order to avoid late penalties. An extension will only be granted for serious illness or other uncontrollable circumstances. Documentation may be required for late work. Late submissions will be deducted 1 mark per day for one week (unless otherwise noted in the syllabus), after which the paper may not be accepted without negotiation.

Attendance Policy

Participation in weekly discussion posts is required as is virtual sharing circles. If you are unable to attend a scheduled virtual sharing circle please advise the course facilitator. A make-up assignment may be required for missing sharing circles.

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity \(https://uwaterloo.ca/academic-integrity\)](https://uwaterloo.ca/academic-integrity) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For

information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>). For typical penalties check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties) (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties>).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo's policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory>. Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department's administrative assistant, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72>).

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with Kofi Campbell (Academic Dean) and with the Renison Student Services Social Worker.

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor's intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

A respectful living and learning environment for all

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.