



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Affiliated with the University of Waterloo
40 Westmount Road North
Waterloo, ON Canada N2L 3G4
Phone: 519-884-4404 | uwaterloo.ca/renison

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 granted to the Six Nations that includes ten kilometres on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, community building and outreach, and is centralized within the work of our Truth and Reconciliation Working Group and the [University of Waterloo's Office of Indigenous Relations](#).

Fall 2023

Course Code: SDS 421R

Course Title: (Re)framing Indigenous-Settler Relations

Class Times/Location: Wednesdays 6:30 – 9:20 pm, room 0403

Instructor: Sharla Johnston (she/her)

Office: 1701 – shared instructor office

Office Hours: after class, another time to meet can be arranged

Email: sjohnsto@uwaterloo.ca

Course Description

Indigenous and Settler peoples know each other through the stories they have been told of each other in the past and which continue in the present. This course will uncover these stories and critique the ideologies, knowledge, beliefs, values, and assumptions that form the basis for these stories and which have impacted the kinds of interactions they have with one another. A discussion of the implications of oneself in these stories is discussed within the context of the reconciliation process that is underway in Canada. The format of this course will be primarily taught using Indigenous pedagogy.

With that in mind, this course will use a sharing circle format for teaching and learning (as opposed to a lecture-style of teaching) as well as for the seminar-nature of this course. In honour of oral tradition, several films will be a significant component of this course to stimulate discussions. While some films will be shown in class there will be a few longer ones that learners will be required to watch outside of class time. The responsibility for sharing knowledge and discussion of films and readings will rest equally with participants and the instructor. Sharing circles will rely on weekly discussions and critical thinking of readings and films.

Due to the participatory nature of this course, participants will need to be prepared to attend most classes, keep up with readings and films, 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 and develop an understanding of legitimate Indigenous approaches to teaching and learning
 - Indicate an understanding of a wholistic approach to self and Indigenous peoples through the lens of Indigenous ways of knowing.
 - Demonstrate an active participation in class through engagement in a sharing circle format.
- A. Understand and analyze Settler and Indigenous peoples' ideologies that give rise to respective beliefs, values, assumptions, and presumptions.
 - Indicate an understanding of the ideological thought behind Settler society and colonization.
 - Indicate an understanding of Indigenous ideology and its connection to their ways of knowing, being, seeing, and doing.
- A. Understand the connection of ideology to the development of the kind of relationships that have existed between many Settler and Indigenous peoples in Canada.
 - Explore and understand how relationships were established between Indigenous and Settler peoples from the time of early contact based on false claims and policies created for assimilation (e.g. Doctrine of Discovery, Royal Proclamation, Indian Act, and its impact on both Indigenous and Settler peoples).
 - 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.

Required Text

Truth and Reconciliation Commission of Canada. (2015). Honouring the truth, reconciling for the future: summary of the final report of the Truth and Reconciliation Commission of Canada. Toronto, ON: Kames Lorimer & Company Ltd

Manuel, A. & Derrickson, R.M. (2017). The Reconciliation Manifesto: Recovering the land, Rebuilding the economy. Toronto, On: James Lorimer & Company Ltd

The TRC text has been ordered through the University of Waterloo Bookstore for those who wish to keep it as a resource following the course. Others may wish to obtain a free online PDF format from the National Centre for Truth and Reconciliation Website.

The Reconciliation Manifesto has been ordered through the University of Waterloo Bookstore as well. An online version can also be purchased through the bookstore, should you wish.

Readings Available on LEARN

Barry, L (Senior Director), Anglican Video & Primate's Commission on the Doctrine of Discover, Reconciliation, and Justice (Producers). (2019) Doctrine of Discovery: Stolen land, Strong hearts [Documentary film]. Toronto: Anglican Foundation of Canada.
<https://www.anglican.ca/primate/tfc/drj/doctrineofdiscovery/>

Blackstock, C. (2011) Wanted: Moral Courage in Canadian Child Welfare. First Peoples Child and Family Review, 6(2); 35-46. View of Wanted: Moral Courage in Canadian Child Welfare

Hubbard, T (Director & Producer). (2004, October 20). Two Worlds Colliding [Documentary film]. Canada: National Film Board of Canada.
https://www.nfb.ca/film/two_worlds_colliding/#:~:text=This%20documentary%20is%20an%20inquiry,force%20harbouring%20a%20harrowing%20secret.

Hunka, R. (Director), Rajotte, C., Odele, C., & Ondaajte, G. (Producers), & Dando, S., & Ingles, P.J. (Executive Producers). (2012). 8th Fire Episode 2: It's Time [Documentary Series]. Canada: Canadian Broadcasting Corporation. <https://avanan.url-protection.com/v1/url?o=https%3A//curio-ca.proxy.lib.uwaterloo.ca/en/catalog/409deca5-c6b8-4257-a676-fc890397b22a&g=YTQ3YzNmZDA4NzVjZDI0Zg==&h=Nml4MzAxYmI5ZUzZDJjODc0NGZhN2JiNjAxMGViYzZmM2JiNDg0MTkxMDUwZjQ4YzA1OTFmNzAwNDIyZmEzYQ==&p=YXAzOmZhY3N3YXRlcmxvbzphOm86NjFmOGQzMmE1ZDJhZjVhZTliNGZjY2JkNDM5ZGExMjI6djE6cDpU>

Hunka, R. (Director), Rajotte, C., Odele, C., & Ondaajte, G. (Producers), & Dando, S., & Ingles,

P.J. (Executive Producers). (2012). 8th Fire Episode 3: Whose land is it anyway? [Documentary Series]. Canada: Canadian Broadcasting Corporation.

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.

Mitchell, T., Thomas, D., & Smith, J. (2018). Unsettling the Settlers: Principles of a Decolonial Approach to Creating Safe(r) Spaces in post-secondary Education. *American Journal of Community Psychology* 62(3-4): 350-363. Peninsula, CA: Society for Community Research And Action.

National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volume 1a.* (pp 229-244; 621-635). Canada: National Inquiry into Missing and Murdered Indigenous Women and Girls.

PBS News Hour. (2022, July 25). WATCH: Pope Francis apologies for school abuses committed against Indigenous peoples of Canada. Youtube. <https://www.youtube.com/watch?v=YeYUVHOFiKE>

Tedx Talks. (2020, January 3). Truth and Reconciliation [video]. Youtube. <https://www.youtube.com/watch?v=9FG8SXalxTg>

The Agenda and Steve Paikin. (2018, May 7). The Indian Act Explained. [Interview video] <https://youtu.be/OhBrq7Ez-rQ>

The Fifth Estate. (2022, January 2022). Kamloops residential school survivors recall students going missing, digging, of graves in orchard [video]. Youtube. <https://www.youtube.com/watch?v=m8wXExEHIS8>

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Participation	10/13 classes	30%
Reflection Paper	October 4	30%
Final Reflexive and Research Paper	November 29	40%
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 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?

Assessment 1

Participation will be graded for 10 out of the 13 classes (3% per class) allowing space for some missed classes. Should a student require additional time(s) away outside of the 10 days that student will be required to initiate and communicate with me via school email to discuss how those days can be accommodated within reason. At the end of the class, students will be provided time to prepare a paragraph via paper responding to the request put forward that class and hand it in end of class. There is no extension after last day of class. An example of the paragraph I may inquire may be on what impacted you most that was discussed in the circle that day, the next class will be a different question focusing on a different response. These paragraphs help to prepare you for your assignments.

Assessment 2

Reflection Paper – 6 pages double-spaced – title page APA style, font size 12, Times New Roman

Using the Medicine Wheel and the 7 Grandfather Teachings, explore, analyze, and clearly describe a challenging situation when you were young where you were unaware of its lingering impact in your life now that you are older. Discuss the system (family, school, doctor, person in position of authority, peer, etc.) that impacted you and how you felt. Describe your emotions in accordance with the Medicine Wheel. Discuss what you believe to be a root issue, how it affected your overall sense of safety and wellbeing, and if you experienced any changed perspectives and/or support, good or not so good. Be concise and clearly show how you implemented the 4 elements of the Medicine Wheel and all the 7 Grandfather Teachings in your self-reflection. Feel free to use subheadings if it helps you to organize your paper and thoughts.

Assessment 3

Final research, opinion, and reflection paper – 10 pages maximum, double-spaced, APA, title page, font size 12, Times New Roman, cite resources accordingly – marks will be docked for improper citation and not citing

In this paper you will take the two required texts, 3 academic resources, and 4 films from class. This assignment asks that learners take a critical look at themselves from their own social location, the social location of Indigenous peoples (guest speaker), and to analyze how the readings, films, and discussions from class have impacted their perspectives regarding the history in Canada, and the reconciliation process that is underway and the importance of truth.

Research (6 pages double spaced):

From the panel discussion, identify and cite the panelist as you would an interview, reflect on the significance of land for Indigenous peoples and their connection to identity and culture using the medicine wheel and 7 Grandfather Teachings. How has land been used to effect assimilation using policies? Provide 4 relevant examples discussed from the course (residential school, education, child welfare, church, etc.) using required and additional resources outlined above how policy was and continues to uphold colonialism. Clearly outline why and how land is so important to maintaining Canada's assimilation policies using required texts.

Some questions to think about when constructing your research/opinion/reflection paper but not limited to:

Who does it impact/effect? How has land been used to create and maintain poverty of Indigenous people? What has been the impact to Indigenous health and who is responsible? What knowledge or understanding do you want the reader (who knows nothing about this topic) to leave with? Organize your thoughts. Be concise, chronological, and clear with the reader how you are presenting your paper. Always assume the reader is learning about this for the first time.

Opinion (2 pages double spaced):

Is Canada actively violating human rights? Is Canada civilized in their approach in addressing Indigenous issues? Do you think Canada is committed to both true and reconciliation? What are your thoughts on Arthur Manuel's ideology of true reconciliation. Who is responsible for health and wellness? Think about how policies and rule-of-law have contributed to health and wellness. Elaborate on intent vs impact. In addition, identify 2 thoughts that you wish to leave

with the reader to ponder further about regarding the importance of truth and reconciliation.

Reflection (2 pages double spaced):

Discuss the term civilized and intent vs impact reflecting on course materials using the Medicine Wheel. Discuss moral courage and how it relates to truth and reconciliation. Share what you have learned from a holistic perspective using the Medicine Wheel and 7 Grandfather’s Teaching; is it civilized? Has this approach changed how you view yourself and others? How? why? How did you find the process of implementing the Medicine Wheel and Grandfather Teachings? How has this course impacted your knowledge of Indigenous-Settler relations and what can you do differently as you move forward in your personal life, school, and/or your place of work?

Course Outline

Notes on readings.

Week	Date	Topic	Readings Due
1	Sept 6	Welcome and Introductions. Engagement in Indigenous ceremony with smudging. Setting context for course using Indigenous pedagogy. Worldview and teachings of the circle. Necessity of a sharing circle for this kind of course. Overview of course, course syllabus and assignments.	Homework due next class: TRC textbook pages 1 – 55; what are some things that stood out to you specifically in pages 37 - 55? Why? Using the medicine wheel, how did it impact you? Come prepared next class to share and discuss readings and video; watch The Indian Act Explained
2	Sept 13	Doctrine of Discovery, Royal Proclamation, Treaties, Enfranchisement, Indian Act, Bill C-31; the impact on Indigenous peoples; residential school	In-class Video: Doctrine of Discovery: Stolen lands, Stolen hearts; discuss readings and documentary Homework due next class: TRC textbook pages 55 – 101; what

Week	Date	Topic	Readings Due
			are some things that stood out to you? Why? Using the medicine wheel, how did it impact you? Come prepared next class to share and discuss
3	Sept 20	Indigenous peoples' stories of their history in Canada in Residential Schools	In-class video: Kamloops residential school survivors recall students going missing, digging of graves in orchard Homework due next class: TRC textbook pages 101 – 134; TRC pages: 320-322 (calls to action: 6-17); 331 (calls to action: 62-65); Loppie, S., Reading, C., & de Leeuw, S. (2014); Watch 8th Fire: It's Time. Episode 2
4	Sept 27	Residential Schools - debrief Review assignment – due October 4	In Class video: Truth and Reconciliation – preparation for next assignment – Kevin L Homework due next class: Reconciliation Manifesto book pages 48 – 113; assignment; Blackstock, C. (2011)
5	Oct 4	Check-in Government and Church apology, religious continuum, calls to action – terre nullius, significance of land	Assignment due at 11:59 pm In class video: Pope's Apology Homework due next class: TRC textbook pages 319-320 (calls to action: 1-5); Reconciliation Manifesto book pages 113 – 164

Week	Date	Topic	Readings Due
	Oct 11	No class, Reading Week	
6	Oct 18	Past and current issues with child welfare, Bill C-92, next residential school	Using the medicine wheel, come prepared to discuss the impact of child welfare. Homework due next class: Reconciliation Manifesto book pages: 168-214; TRC pages 327 (calls to action: 48-49), 330 (calls to action: 58-61)
7	Oct 25	Child welfare and the impact on moving forward Debrief – circle of sharing and reflection; moral courage	In-class: 8 th Episode 3 Fire Whose land is it anyway? Homework due next class: come prepared to participate with questions in panel discussions next class; Reconciliation Manifesto book pages: 220-228, 242-246
8	Nov 1	Panel Discussion: TBD	Homework due next class: Reconciliation Manifesto book pages 14 – 29; 275-279; National Inquiry into Missing and Murdered Indigenous Woman and Girls. (2019).
9	Nov 8	MMIW, Starlight Tours, difficulties accumulating research – debrief – discuss final paper	In class video: Two Worlds Colliding Homework: initiate final assignment due December 6; come prepared to share your thoughts on Reconciliation Manifesto – highlight sections that stood out to you and why, discuss Calls to Action
10	Nov 15	The road to decolonization and reconciliation	In-class: Reconciliation Manifesto Homework: final assignment due

Week	Date	Topic	Readings Due
		Is it possible? Calls to Action	November 29; come prepared to discuss Calls to Action; Mitchell, T., Thomas, D., & Smith, J. (2018) – come prepared with questions for guest speaker.
11	Nov 22	Guest Speaker: TBD Safe(r) Spaces. Critiquing the way forward, living a decolonizing lens, ally/allyship. TRC Calls to Action	Be prepared to discuss the importance of truth Homework: initiate final assignment due November 29; bring something for the feast next week
12	Nov 29	Community Feast, debrief, circle sharing and reflections	Assignment due 11:59 pm
		Week 5 topics	Week 5 readings

Late or Incomplete Work

Students should make every effort to submit their assignments on time. Late papers will have a 1-mark deduction/day, including weekends. Later papers after 1 week are not accepted. If a student anticipates a conflict with an assignment deadline or has concerns about completing the assignment, the student should contact the instructor as soon as possible once the realization is made.

Coursework Submission Policy

Instructor’s policy on what coursework must be submitted to meet the minimum requirements to pass the course (assignments, final exam, etc.) and where and how the work should be submitted.

It is the responsibility of the student to notify the instructor, in the first week of term or at the time assignment details are provided if they wish to submit an alternate assignment.

Policy on Plagiarism

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes” ...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

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 at uwaterloo.ca/copyright-guidelines/fair-dealing-advisory Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

If using Turnitin.com add the relevant statement here

Electronic Device Policy

Instructor’s policy on electronic devices. Please note that electronic devices cannot be banned from the classroom due to accessibility options. If you are unsure if your policy meets the requirements of the Ontario Human Rights Commission, please communicate with your Chair.

Attendance Policy

Regular attendance is expected and required. Absence from one class is excused without penalty.

Communication Policy

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

Final Examination Policy

For **Fall 2022**, the established examination period is **December 9-23**. The schedule is available now. Students should be aware that student travel plans are not acceptable grounds for

granting an alternative final examination time. See the [Final Examination Schedule at uwaterloo.ca/registrar/final-examinations](https://uwaterloo.ca/registrar/final-examinations)

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 www.registrar.uwaterloo.ca/students/accommodation/illness.html

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities

Academic Integrity: 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 at uwaterloo.ca/academic-integrity and the Arts Academic Integrity webpage at uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

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 website at 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 or academic advisor. 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](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the

Department's administrative assistant, or Academic Advisor, 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 is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Academic Integrity Office (uWaterloo): The website can be found at uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

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 your instructor and/or your Academic Advisor.

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](mailto:counselling.services@uwaterloo.ca): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: 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
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [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. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

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.

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.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.