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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 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](#).

Winter 2023

Course Code: SDS 311R

Course Title: Indigenous Peoples and Canadian Public Policy

Class Times/Location: Thursday 630 – 920 pm, REN 0403

Instructor: Sharla Johnston

Office: REN 1702

Office Phone: N/A

Office Hours: please message to arrange a time to meet via zoom

Email: sjohnsto@uwaterloo.ca

Course Description

This course will explore historical origins, processes, and impacts of government policies developed specifically for Indigenous peoples, with particular attention to government policy as both a cause of and response to social problems with Indigenous 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 will be the primary

ways of learning, conveying, sharing, and discussing course information. Students will need to be prepared to keep up with readings and engage in providing feedback and critical reflection. In honour of oral tradition, several films will be a significant component of this course to stimulate discussions. The responsibility for sharing knowledge and discussion of films and readings will rest equally with participants and the instructor.

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 regarding their significance to Settler peoples and repercussions to Indigenous peoples in Canada.

- 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

- Joseph, B. (2018). *21 Things You may Not Know About the Indian Act: Helping Canadians make reconciliation with Indigenous peoples a reality*. Port Coquitlam, BC: Indigenous Relations Press
- Talaga, T. (2017). *Seven Fallen Feathers: Racism, death, and hard truths in a Northern city*. Canada: House of Anansi Press Inc
- 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
<https://nctr.ca/records/reports/> (free access online)

Notes on the required text

Readings Available on LEARN

Chartrand, Vicki. 2019. "Unsettled Times: Indigenous Incarceration and the Links between Colonialism and the Penitentiary in Canada." *Canadian Journal of Criminology and Criminal Justice* 61(3): 67-89.

Centre International de Criminologie Comparee. (2019, September 25). *Decolonizing Canada's prison for women*. [Conference video]. Youtube.

Fryer, S. & Tiedemann, M. (7, November 2019). *Bill C – 92: An act respecting First Nation, Inuit, and Metis children, youth, and families*. Publication No. 42-1-C92-E. Canada, Ottawa: Library of Parliament.

https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/LegislativeSummaries/421C92E

Gaudry, Adam. 2018. "Communing with the Dead: The 'New Métis,' Métis Identity Appropriation, and the Displacement of Living Métis Culture." *The American Indian Quarterly* 42(2): 162-190.

Gehl, Lynn. 2000. "The Queen and I: Discrimination Against Women in the Indian Act Continues." *Canadian Woman Studies* 20(2): 64-69.

Morden, Michael. 2016. "Theorizing the Resilience of the Indian Act." *Canadian Public Administration* 59(1): 113-133.

Hutchison, M. (9, December 2015). *Former Alberta judge says a new system is needed for First*

Nation Governance to work. [Online article]. Canada: APTN National News.

Obomsawin, A (Director). (2016). We can't Make the Same Mistake Twice. [video]. Canada: National Film Board of Canada.

O'Toole, Darren. 2020. "Wiisaakodewiniwag Ga-Nanaakonaawaad: Jiibe-Giizhikwe, Racial Homeopathy, and 'Eastern Métis' Identity Claims." *Aboriginal Policy Studies* 8(2): 68-95.

Palmater, P. (19, April 2021). Ellen Gabriel on UNDRIP & Bill C-15. [Podcast]. Youtube. Warrior Life Podcast. Episode 93.

Scott, Isabel Scheuneman. 2019. "Indigenous Carceral Motherhood: An Examination of Colonial, Patriarchal, and Neoliberal Control." *Aboriginal Policy Studies* 8(1): 78-103.

Stote, Karen. 2012. "The Coercive Sterilization of Aboriginal Women in Canada." *American Indian Culture and Research Journal* 36(3): 117-150

The Fifth Estate. (9, January 1991). Inside the Williams Lake Residential School: Violation of trust (1991) – The Fifth Estate. [video].

Wolfe, Patrick. 2006. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8 (4): 387-409.

Notes on the required readings

Course Requirements and Assessment

Information on course requirements and assessments.

Assessment	Date of Evaluation (if known)	Weighting
Participation	End of every class	30%
Reflection/Research Paper	March 2, 2023	30%
Research/Opinion Paper	April 11, 2023	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 (3% per class) out of the 13 classes 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 communicate with me on a regular basis to discuss how those days can be accommodated. 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. For example, I may inquire about a paragraph on what impacted you most that we discussed in the circle that class, the next class may be a different question with a different response depending on the topic of that day in the circle.

Assessment 2

Reflection/Research Assignment – 3 pages (DO NOT go over the page count), double-spaced, APA format with an introduction clearly outlining the direction of your paper using Bob Joseph’s book and 1 additional resource (video or article) from any of the class readings and videos read or viewed so far. You can use 1 current issue to help support your stance for example, the unearthed mass graves of former residential school children, protests, etc. Use proper citations and reference.

From the video Inside William’s Lake Residential School, using the Medicine Wheel, Bob Josephs’ book, and 1 article that has been assigned to date, analyze and reflect on the impact of identity of Indigenous peoples. You may select one or two speakers from the video to help narrow it down when making use of the Medicine Wheel. Please identify who you are speaking about in the video and use proper citations. Identify the impact of worldviews on identity for both Indigenous and non-Indigenous people. Is identity important? Why or why not? How does Canada continue to impact and influence Indigenous identity? Identify what parts of the Medicine Wheel Canadian public policy neglects and how this does or does not affect identity.

Lastly, do not title this assignment Research/Reflection but give your written piece its own

title/identity. Be Creative.

Assessment 3

Research/Opinion Paper – 7 – 9 pages – DO NOT go over the page count

Research - 6-7 pages, double-spaced, APA format with an introduction clearly outlining the direction of your paper, using the 3 required readings and a minimum of 3 other resources from the reading list outlined on the syllabus videos included. Use proper citations and reference resources accurately in accordance with APA format.

Using the Medicine Wheel, analyse the Indigenous student's lived experiences in Seven Fallen Feathers and demonstrate how Aboriginal policy impacted the lives of the students, families, and community. Feel free to use your Reflection/Research paper as a reference; it would be counted as a resource towards this essay. Cite your paper accordingly, if you decide to use it.

How has the Indian Act influenced and impacted Indigenous peoples, specially from the book Seven Fallen Feathers, in at least 4 of the areas of cultural identity, mental health and wellness, socioeconomic status, education, gender, criminal justice system, and child welfare? Don't be afraid to draw your own conclusions/thoughts. Be clear, be concise, be detailed.

Opinion paper - 1-2 pages

Reflecting on the dialogue last class, discuss how it made you feel and why. Discuss whether safe/brave spaces should be allowed more often in university classroom settings, why or why not? Is it important to talk through difficult and/or controversial topics such as Indigenous issues, indigeneity, racism, stereotypes, policies, genocide etc.? Why or why not? Canada has a dark legacy in not be transparent in how the nation has treated Indigenous peoples. Recently we have seen via social media the impact this has had on both Indigenous and non-Indigenous peoples. This can also be felt within workplace environments. Some people embrace Indigeneity while others do not. Why do you think people struggle with Indigeneity? How does this impact policies, worldviews, and reconciliation? How has Canadian policies influenced your worldview of human rights as a nation and individually?

Clearly articulate and organize your thoughts and feelings using the Medicine Wheel.

Course Outline

Notes on readings.

Week	Date	Topic	Readings Due
1	January 12	Welcome and introductions who you are in relation to Indigenous peoples. Circle teachings and protocol; necessity of a sharing circle for this kind of course using Indigenous pedagogy – Medicine Wheel. Overview of course, course syllabus and assignments.	<p>Homework: Come prepared to share thoughts and comments with the circle, please take the time to write down your thoughts and comments to share for every class</p> <p>Wolfe, Patrick. 2006. "Settler Colonialism and the Elimination of the Native." <i>Journal of Genocide Research</i> 8 (4): 387-409.</p> <p>Morden, Michael. 2016. "Theorizing the Resilience of the Indian Act." <i>Canadian Public Administration</i> 59(1): 113-133.</p> <p>Joseph, B. (2018). Pages 7 - 50</p> <p>Start reading Talaga, T (2017)</p>
2	January 19	Settler colonialism, notion (conception) of Indigeneity	<p>Homework: Come prepared to share thoughts and comments on video and articles</p> <p>O'Toole, Darren. 2020. "Wiisaakodewiniwag Ga-Nanaakonaawaad: Jiibe-Giizhikwe, Racial Homeopathy, and 'Eastern Métis' Identity Claims." <i>Aboriginal Policy Studies</i> 8(2): 68-95.</p> <p>Gaudry, Adam. 2018. "Communing with the Dead: The 'New Métis,' Métis</p>

Week	Date	Topic	Readings Due
			Identity Appropriation, and the Displacement of Living Métis Culture.” The American Indian Quarterly 42(2): 162-190. Joseph, B. (2018). Pages 50 – 100
3	January 26	Metis Identity Guest Speaker: TBD	Homework: come prepared with comments and to share with the circle your thoughts and questions, did you learn anything new, how do you feel about identity, is identity important to you, why or why not Joseph, B. (2018). Pages 100-159; 169-172; continuing reading Talaga, T (2017)
4	February 2	Indigenous Policy & Cultural Genocide	In class video: Ellen Gabriel on UNDRIP & Bill C-15 Homework: come prepared with comments and questions for the circle with the readings TRC pages 36 – 58, 60-62, 65-68.
5	February 9	Generational Impact of policies and residential schools	In class video: Inside the William’s Lake Residential School Homework: Come prepared to share thoughts and comments Talaga, T (2017)
6	February 16	Circle discussion check in, Indian Act – Bob Joseph’s book – thoughts and comments	Homework: come prepared to share thoughts and comments, review Joseph’s book on status

Week	Date	Topic	Readings Due
		discuss assignment	<p>Stote, Karen. 2012. "The Coercive Sterilization of Aboriginal Women in Canada." <i>American Indian Culture and Research Journal</i> 36(3): 117-150.</p> <p>Gehl, Lynn. 2000. "The Queen and I: Discrimination Against Women in the Indian Act Continues." <i>Canadian Woman Studies</i> 20(2): 64-69.</p> <p>Talaga, T (2017)</p>
7	February 23	Reading Week	Happy Reading Week
8	March 2	Gender, Status, and Struggles of Indigenous Women and reproduction	<p>In class video: Highway of Tears</p> <p>Homework: Come prepared to share thoughts and comments</p> <p>Chartrand, Vicki. 2019. "Unsettled Times: Indigenous Incarceration and the Links between Colonialism and the Penitentiary in Canada." <i>Canadian Journal of Criminology and Criminal Justice</i> 61(3): 67-89.</p> <p>Scott, Isabel Scheuneman. 2019. "Indigenous Carceral Motherhood: An Examination of Colonial, Patriarchal, and Neoliberal Control." <i>Aboriginal Policy Studies</i> 8(1): 78-103.</p> <p>The Gladue Primer</p> <p>Assignment 1 due @ 11:59 pm</p> <p>Talaga, T (2017)</p>
9	March 9	Overrepresentation and Criminalization of Indigenous people	<p>In class video: Judge O'Reilly</p> <p>Homework: Come prepared to share</p>

Week	Date	Topic	Readings Due
		Guest Speaker	thoughts and comments; start structuring your final assignment Talaga, T (2017)
10	March 16	Guest Speaker: TBD	In class video: Decolonizing Canada's prison for women Homework: final assignment; Talaga, T (2017)
11	March 23	Child Welfare, Indigenous Children and Human Rights	In class video: Cindy Blackstock Homework: Come prepared to share thoughts and comments from video and reading; TRC calls to action 1 - 5 pages 319-320; Bill C-92
12	March 30	Child Welfare – human rights, Indian Act, OACAS commitment, Bill C-92, Jordan's Principal	Homework: come prepared to discuss issues, thoughts, and concerns, final assignment
13	April 6	Community Feast, debrief, circle sharing and reflections; assignment questions Guest Speaker	Assignment 2 due April 11 @ 11:59 pm

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/accom_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 has experiences 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.