FIRST NATIONS STUDIES 2218G
Contemporary Issues:
From the 1969 White Paper to the
National Inquiry into Missing and Murdered Indigenous Women and Girls
Winter 2019
Tuesdays 3:30-6:30, HSB 236

Instructor: Dr. Diana Lewis, Assistant Professor
Phone: 519-661-2111 Ext. 85103
Email: Diana.Lewis@uwo.ca
Office Location: SSC-3213

Teaching Assistant: Lauren Gilhooly
Email: lgilhool@uwo.ca
Office location: SSC 3436

Lecture Dates: Tues: 3:30-6:30
Office hours: Tues: 9:00 – 10:00; 2:00 - 3:00
or by appointment

Office Hours: Wednesday: 12:00 – 1:00 pm
or by appointment
Room SSC 3330 (room for students to work)

I take this opportunity to welcome students to the traditional territory of the
Anishinaabek, Attawandaron, Haudenosaunee, and Lunaapewak Peoples.

Course Description: This course offers an interdisciplinary introduction to contemporary challenges
faced by Indigenous peoples in Canada. Topics may include, but will not be limited to, political
mobilization, legal challenges, jurisdictional authorities, self-determination, land rights, treaty
relationships, examination of significant policy documents, Royal Commission on Aboriginal Peoples,
Truth and Reconciliation Commission, and the National Inquiry into Missing and Murdered Indigenous
Women and Girls.

Antirequisite(s): The former Anthropology 2218F/G

Learning Outcomes: This course will enable students to understand the genesis of the contemporary
issues and challenges faced by Indigenous peoples in Canada and to be able to present these issues from
a number of perspectives. By the end of the course, will be able to critically analyze and question how
colonization has impacted, and continues to impact, Indigenous communities.

Required Text(s): Books available on 2-hour reserve loan at Weldon Library

Method of Evaluation:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Due</th>
<th>Total Value</th>
</tr>
</thead>
</table>
| Assignments: Media analysis | News item for 3 separate contemporary issue in the media (to be provided): **500 words each.** Explore each issue from a rights and title perspective, with a decolonizing/reconciliation lens, and present your perspective using the readings and lectures up to that point. If public comments are provided/available with the media item, you may include the comments in your analysis. | 1. January 29
2. February 5
3. February 26 | 5% each = total 15% |
| Mid-Term                    | Multiple choice                                                            | February 12, 2019    | 20%         |
| Group Project               | Students will have a choice of topic.                                      | Group presentations March 5 & 12, 2019 | 20%         |
|                             | • Part I – Participate in a team of 4. PowerPoint presentation on analysis of topic from the perspective of federal, provincial, Indigenous, and media. | Essay due March 22, 2019 | 20%         |
|                             | • Part II – Submit **1000 word** essay on the perspective you cover in the group presentation. |                      |             |
| Final Exam                  | Multiple choice                                                            | To be scheduled during exam period | 25%         |

Important Policies

**Policies for Assignment Deadlines:**
Extension of deadlines or alternate dates for tests will be granted only for documented illness or compassionate reasons. **Workloads (i.e., other class work, projects, readings, employment) do not count as a reasonable excuse – No exceptions.** Late submissions will be penalized at a rate of 4% per day, to a maximum of 20%.

**A Note on Plagiarism:**
Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

**Plagiarism Checking:**
All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the
purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

**Policies on Examinations:**
**No** electronic devices will be allowed during tests/exams.

**Policy for Multiple Choice Tests/Exams:**
Computer-marked multiple-choice tests and/or exams may be subjected to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**Policy on Laptops and other Electronics/Phones in Class:**
Laptops are permitted in class for note-taking purposes only. If it is observed that students are online or on social networking sites, they will be told to close the lid and not be permitted to use it for the remainder of the term. This activity is disrespectful to me as the instructor, implies the material is not important, and is disrespectful to fellow classmates. The behavior is distracting and noticeable. Be sure that all cell phones are turned off at the beginning of every class.

**Policy on Accommodation for Medical Illness:**
Western’s policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

**Accessibility Options:**
Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website: www.registrar.uwo.ca/examinations/accommodated_exams.html

**Scholastic Offences:**
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

**Mental Health:**
Students who are in emotional/mental distress should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options about how to obtain help.

**Indigenous Services:**
A link to Indigenous Services can be found at http://indigenous.uwo.ca
Registrar’s Office:  
A link to the Registrar’s Office can be found at http://www.registrar.uwo.ca

USC Services:  
A link to University Student Services can be found at http://westernusc.ca

Writing Support Centre:  
A link to the Writing Support Centre can be found at http://www.sdc.uwo.ca/writing/

Copyright:  
Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

Policy on Children in Class: If we want women in academia, then we should expect that children might be present. Currently, the university does not have a formal policy on children in the classroom. The policy described here is therefore a reflection of a commitment to student, staff and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to chose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) Finally, often the largest barrier to completing coursework once you become a parent is the tiredness many feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and perhaps even another job can be exhausting. Together as instructor and classmates, I hope we are able to accommodate any special parenting needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom! Credit: Dr. Melissa Cheyney/ Dr. Ian Puppe.
Course Schedule and Readings:

Class Schedule

January 8 - 22, 2019 – Background - Aboriginal and Treaty Rights, Aboriginal title, Constitutional rights

• Review Syllabus
• 1969 White Paper
• Review of constitutional, treaty, aboriginal, and legal rights of Aboriginal Peoples in Canada, and meaning of Aboriginal title.

Implications of rights and title:

Aboriginal rights
• 1990 Sparrow case
• 1996 Van der Peet case
• 2003 Powley case
• Metis case - Daniels

Treaty rights
• Treaties 1 – 11
• Modern day treaties
• 1985 Simon case
• 1990 Sioui case
• 1999 –Marshall case

Aboriginal title
• 1886 St. Catherine’s Milling case
• 1973 Calder case
• 1973 Comprehensive Land Claims Policy
  o 1975 James Bay Northern Quebec Agreement
  o 1984 Inuvialuit Claims Settlement Act
  o 1993 Nunavut Land Claims Agreement
  o 2000 Nisga’a Treaty (Calder Case)
  o 2005 Labrador Inuit Land Claim Agreement
• 1973 Specific Claims Policy
• 1984 Guerin case
• 1998 Delgamuukw case
• 2006 Marshall & Bernard cases
• 2014 Tsilhqot’in case

Consultation
• 1977 Berger Inquiry
• Supreme Court of Canada cases
  o 1990 Sparrow case
Constitutional rights
• Constitution Act, 1982
  o Section 25
  o Section 35
• Meech Lake Accord, 1987
• 2005 Kelowna Accord

International focus on rights
• 1990 - OKA
  o 2010 Canada signs UNDRIP
  o 2016 Canada endorses UNDRIP
• 1996 Royal Commission on Aboriginal Peoples
• 2008 Harper Apology - IRS
• 2015 Truth and Reconciliation Commission

Gendered rights
• 1985 Bill C-31
Policy
• Social Policy

Required Reading:
  o January 15th – Part One: Introduction, Chapters 1-2 (2-68)
  o January 22nd – Part Two: Introduction, Chapters 3-4 (69-122)
• Statement of the Government of Canada on Indian Policy, 1969 (White Paper)

Required Reading:

  - Chapter 4 – The convergence of Indigenous diplomacy. 29-36.
  - Chapter 11 – Being a self-determining human. 100-103.
  - January 22nd – Part Three: Introduction, Chapters 5-6 (123-192)

Assignment # 1 – Media analysis # 1 due – 5% of final mark

February 5, 2019 - Child welfare

Required reading:


**Assignment # 2 – Media analysis # 2 due – 5% of final mark**

February 12, 2019 – Mid-term (20% of final mark) – 1.5 hours

February 12, 2019 – Justice

**Required reading:**

• Aboriginal Justice Inquiry in Manitoba. (n.d.). The death of Helen Betty Osborne:
  o Chapter 1 – Introduction. [http://www.ajic.mb.ca/volumell/chapter1.html](http://www.ajic.mb.ca/volumell/chapter1.html)

**Winter Study Break – February 18-22, 2019**

February 26, 2019 – Guest lectures

• Health Administrator - Local community
• Governance - Political/Tribal Organization
• N’Amerind Friendship Centre - Urban issues

**Required reading: TBD**

**Assignment # 3 – Media analysis # 3 due – 5% of final mark**

March 5, 2019 – Class presentations – Topics to choose from and instructions on format of presentations to be provided at the end of January.

• Teams of 4 – Present on issue – 10 minutes each team (*Group presentation – 20% of final mark*)
March 7 – Last day to drop a second-term half course, or second-term full course without academic penalty.

March 12, 2019 – Class presentations

- Teams of 4 – Present on issue – 10 minutes each team (Group presentation – 20% of final mark)

With time left in this class we will cover Social Policy

- See [http://www.sac-isc.gc.ca/eng/1484941779222/1533304597853#sec2](http://www.sac-isc.gc.ca/eng/1484941779222/1533304597853#sec2)

March 19, 2019 – Gendered Violence and Missing and Murdered Indigenous Women and Girls in Canada

Required reading:


March 22, 2019 - Essay due 1000 words - 20% of final mark

March 26, 2019 – Political mobilization/Idle No More

Required Reading:


April 2, 2019 – Review

Final Exam to be scheduled during exam period – 25% of final mark.