

BRESCIA UNIVERSITY COLLEGE
SCHOOL OF BEHAVIOURAL AND SOCIAL SCIENCES
SOCIOLOGY 2209G SECTION 530
SOCIOLOGICAL PERSPECTIVES OF INDIGENOUS WOMEN
WINTER 2017

Time and Place: Tuesdays 2:30-5:30 pm room BR 204
Instructor: Dr. Lina Sunseri
Office: Room 121 St. James Building
Office Hours: Tuesdays 1:00 pm- 2:00 pm, or by appointment
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Course Description:

This course introduces students to the study of Indigenous women. We will explore how Indigenous women have historically enjoyed power and authority in their communities. Through an examination of the effects that colonialism has had on their lives, we will explore how Indigenous women's lives have been affected by colonial forces, as well as how they have engaged in resistance to colonialism and other forms of oppressions. We will cover themes and issues such as: "traditional" cultural and political systems, residential schooling, colonial laws and policies, patterns of abuse, representation of Indigenous women in dominant cultural structures, and the current healing path to reclaiming balance and self-determination.

Learning Outcomes:

Upon completion of the course, students will be able to:

- ✓ Explain the variety of social roles that Indigenous women of North America have historically occupied.
- ✓ Critically analyze the historical social, economic and political contexts of issues affecting the lives of contemporary Indigenous women.
- ✓ Apply course content to specific problems and questions on Indigenous women.
- ✓ Familiarize themselves with some Indigenous ways of knowing and pedagogies.

- ✓ Work creatively and effectively with others to complete various learning exercises, and group presentations.
- ✓ Demonstrate competency in oral and written communication skills.

Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honor course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students. (Linda Nilson, Teaching at its Best, 2010:37).

Brescia Competencies

The Brescia Competencies are the building blocks of your Brescia experience. They help you to think critically and participate actively in society – attributes you will apply throughout your entire life. Regardless of what degree you choose, these skills, values, and abilities prepare you to lead with wisdom, justice, and compassion in a changing world. Throughout this course, students will work towards developing the following Brescia Competencies:

Communication: includes the articulation of one’s ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours.

Critical Thinking: the ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis: the ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

Self -Awareness and Development: the ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.

Social Awareness and Engagement: the ability “to understand and respond to the needs of others” (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems, and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change.

Format: 3-hour seminar.

Course Prerequisites:

One of: 1.0 from Sociology courses at the 1000 level; First Nations Studies 1020E; Women's Studies 1020E.

Unless you have either the requisites for this course or written special permission from the Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Antirequisite:

First Nations Studies 2531F/G. You will be deleted from a class if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the advent that you are dropped from a course because you have taken an antirequisite course.

Assignments and Grading Structure

Seminar Participation	10%
Reflective Journals on Readings –dates shown below	40%
Seminar Presentation -TBS	15%
Final Exam -TBS	35%

Required Texts:

Being Again of One Mind: Oneida Women and the Struggle for Decolonization. Lina Sunseri. UBC Press. 2011.

Life Stages and Native Women. Kim Anderson. University of Manitoba Press. 2011

Restoring the Balance: First Nations Women, Community, and Culture. Gail Guthrie Valaskakis, Madeleine Dion Stout, and Eric Guimond, eds. University of Manitoba Press. 2009.

Strong Women Stories: Native Vision and Community Survival. Kim Anderson and Bonita Lawrence, eds. Sumach Press. 2003.

PLEASE NOTE THE FOLLOWING STATEMENTS:

1. Submission of Assignments

- All assignments due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (e.g. illness, death in the family). Unless **professor has granted prior permission for an extension**, for each day (including weekends) the assignment is late, the student will lose 2 full marks of the total marks for the given assignment. For

example, if the assignment was marked out of 100, and the assignment was 2 days late, the student will lose 4 marks; therefore, if she initially received 74, after the late penalty, she would only receive 70. Except for exceptional circumstances such as those noted above, **assignments submitted 7 days or more past the due date will not be accepted. Assignments are due at the beginning of the class on due date, unless prior arrangement has been made with the instructor. In case Brescia University College might close due to hazardous weather conditions or other emergency circumstances and classes are not held:** examinations scheduled for the day or evening of a closing are cancelled and rescheduled. Deadlines for assignments and other submissions originally scheduled on the day of closure are postponed until the same hour on the next weekday (Monday through Friday) on which Brescia is not closed. Assignments and other submissions will be made to the **locked drop off box outside the Academic Dean's Office (room BR 126) by 4:00 pm.**

2. **Class conduct:** Students are expected to **attend class regularly**, to do all required readings **in advance**, to **actively participate** in class discussions, to **be respectful** of each other and others' opinions, and to be attentive to lectures, presentations and film showings. Laptops are allowed in the class, **but only** to be used for taking notes, NOT for "chatting" on line or surfing the internet for non-class related material. The latter constitutes unprofessional, disrespectful and disruptive behaviour. Be aware that you may be asked to leave the class if disruptive behaviour does not cease to exist when asked to stop. Also, cellular phones must be turned OFF and put away during class.
3. SOCIOLOGY 2209F/G is designated as an essay course. According to Western University's regulations for essay courses, all half courses, designated at the 1000 level or above, must include written assignments (excluding examinations) totaling to at least 2500 words. Additionally, according to this regulation, students are required to demonstrate competence in essay writing in order to pass the course.
4. For academic accommodation to be considered for any course component worth less than 10% of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision as to whether or not accommodation will be granted. The policies governing requests for academic accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.
5. Electronic devices WILL NOT be allowed during tests/exams.

6. Please note that grades CANNOT be adjusted on the basis of need. The mark in the course will be the mark that you earn. Tests and exams cannot be re-written nor assignments resubmitted to obtain a higher mark. There are no supplemental or bonus assignments. Marks will not be given to students via e-mail, only in person and final marks through the office of the registrar. The instructor will post marks on OWL as soon as the assignments and tests have been marked (usually within 2 weeks).
7. The instructor does not post lectures online. You must read assigned readings in advance, pay attention to class, and if you miss a class, you can try to borrow notes from a classmate.

EXPLANATION OF ASSIGNMENTS & OTHER EVALUATION CRITERIA

A. Seminar Participation (10% of Final Mark)

Students are expected to attend classes, to all required readings in advance, to demonstrate comprehension and deep critical engagement with the assigned readings throughout the term and to actively participate in seminar discussions and all other class activities. To encourage such participation and to keep with a spirit of Indigenous principles of **sharing, respect, and responsibility**, the first 40 minutes of **some** classes has been designated as **Sharing Circles (below, the dates will be noted)**. During those days, **each** of us will be expected to share our thoughts, feelings, emotions, experiences related to the readings of the previous week. This will be an informal sharing of experiences, feelings, and reflections; at times the instructor will have an initial quote or thought to start the conversation. The instructor will bring a cultural symbol to be passed around, which will be used as token for “speaking from the heart”; when in your hands, you are encouraged to add anything to what has been said, or say something new to the group. If you are not ready to share at the moment, you can pass. **But** remember that this constitutes a major part of your participation mark, so consistently passing **will** affect your mark. The instructor will limit the duration of each participant’s sharing to about 3 minutes, so to allow others to participate. Please be mindful of own space one takes. Also, the circle will start about 5 minutes past regular class time, and instructor will close the door. **During those days, you can’t come late!** It is disrespectful to others in the circle to come late, as sharing has begun and you were not there to hear someone’s words. A note will be at the door to indicate a sharing circle is underway and not to interrupt.

Of course, in addition to these Sharing Circles, students are expected to regularly attend all other classes and participate in discussions and activities.

Brescia Competencies Applied: Communication, Critical Thinking, Inquiry & Analysis, Self-Awareness & Development, and Social Awareness & Engagement.

B. Reflective Journals on Readings (40% of Final Mark)

Students are to submit **TWO (2)** journal entries. The due dates for these are: **February 14, 2017** and **March 12, 2017**. Each journal is to be typed, double-spaced, approximately 5 pages each. Each journal is worth 20% of the Final Mark in the course. The task of the journals is to show comprehension of the readings, an active and deep engagement with the themes, issues presented by the authors of the readings and to provide a personal reflection of such issues and themes. The journals must have a **brief** summary of the

readings, **and an emphasis** on own thoughts and reflections to the readings: your reflection must show **interaction** with the readings, which means recognizing what questions, challenges were raised by the authors of the readings. What were the main points, arguments presented, and what do **you** feel about what you read? What struck you the most by the readings? What did you learn? How do the readings relate to current events in North America? Have you experienced similar issues, feelings, etc. to what you read? Do you agree with the arguments of the authors? Do you have a different view, or suggestions about how to address the issues?

February 14, 2017 covers readings from January 10, 2017 to February 14, 2017

March 14, 2017 covers readings from February 28, 2017 to March 14, 2017

Brescia Competencies Applied: Communication, Critical Thinking, Inquiry & Analysis, Self-Awareness & Development, and Social Awareness & Engagement.

C. Seminar Presentation (15% of Final Mark)

In groups of 3-4 students, there will be presentations with dates to be determined by drawn at the beginning of the term. Each group will be presenting on a selected topic approved by the instructor (first come, first serve will apply regarding choice of topic, so as soon as a group has chosen a topic, they need to inform instructor as soon as possible). As a group, they will do a small research on the topic, present what they found to the class and lead a class discussion on the assigned date. The students must submit a brief summary of the presentation (about 2 pages single-spaced) and include sources consulted for the presentation. The student **cannot** include required readings for their presentation, and must use at least **3 academic sources** –if you need some guidance about what constitutes an academic source, please come and see instructor. The group is expected to go beyond merely summarizing readings, but need to engage in critical analytical discussion on the topic, give good concrete examples of themes, issues covered, show some creativity and originality and interact with the class. The instructor will evaluate the presentation but will solicit for feedback from the class.

Brescia Competencies Applied: Communication, Critical Thinking, Inquiry & Analysis, Self-Awareness & Development, and Social Awareness & Engagement.

D. Final Exam. Date to be scheduled. (35% of Final Mark)

The exam format will be 2 long essay style questions based on the whole course material, including readings, films, lectures, and presentations.

Brescia Competencies Applied: Communication, Critical Thinking, Inquiry & Analysis, and Social Awareness & Engagement.

SEMINAR TOPICS AND READINGS

January 10 **Course Introduction:**

Required Readings: None

January 17 **Introduction to the topic of Indigenous Women**

Required Readings:

1. "Introduction" in *Strong Women Stories*

2. "Introduction" in *Restoring the Balance*

January 24: Sharing Circle

January 24: "Traditional" Stories of Indigenous Women's Lives & Roles

Readings:

1. "Chapter Two" in *Being Again of One Mind*
2. "Chapter Three" in *Life Stages & Native Women*

January 31: Sharing Circle

January 31: "Traditional" Stories of Indigenous Women's Live (Continued)

Readings:

1. "Chapter 5 & 6" in *Life Stages & Native Women*

February 7: Sharing Circle

February 7: Encountering Colonialism

Readings:

1. "Chapter Three" in *Being Again of One Mind*
2. "Trauma to Resilience: Notes on Decolonization" in *Restoring the Balance*

February 14: Sharing Circle

February 14: Contemporary Lives of Indigenous Women

Readings:

1. "Contributions that Count: First Nations Women and Demography" in *Restoring the Balance*
2. "First Nations Women's Contributions to Culture and Community through Canadian Law" in *Restoring the Balance*

February 21 READING WEEK!!

February 28 Indigenous Women and Violence

Readings:

1. "Sexual Violence as a Tool of Genocide" in *Conquest, Sexual Violence, and American Indian Genocide*, available on Reserve at Brescia University College Library.
2. "Sisters in Spirit" in *Restoring the Balance*

March 7: Sharing Circle

March 7: Reconstructing and Rebuilding Indigenous Nations –Part one

Readings:

1. Chapters 1, 2, 3, in *Strong Women Stories*

March 14: Reconstructing and Rebuilding Nations –Part Two

Readings:

1. Chapters 4, 10, 15, in *Strong Women Stories*

March 21: Presentation

March 21: Moving Forward

Readings:

1. “Leading by Action: Female Chiefs and the Political Landscape” in *Restoring the Balance*
2. “Heart of the Nations: Women’s Contribution to Community Healing” in *Restoring the Balance*

March 28: Presentation

March 28: Decolonialism and Indigenous Women

Readings: Pages 131-167 in *Being Again of One Mind*

April 4: Presentation & Review/Wrap Up

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student’s overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student’s Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean’s Office in consultation with the student’s instructor(s). Please note that personal commitments

(e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html> The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student “was seen for a medical reason” or “was ill” is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

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: <http://www.westerncalendar.uwo.ca/2016/pg113.html>

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage 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 academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the 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.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of

the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

Similarly, you will also be deleted from a class list if you have previously taken an anti-requisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

