



# McGill

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EDPC 595: Seminar in Special Topics  
Professional Engagement with Indigenous Peoples  
Education 434  
Mondays, 6:05 to 8:55 pm  
September 9 – December 3  
Fall 2019

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**Office Hours:** By appointment

For all e-mail correspondence, please begin the subject line with “595,” followed by a specific subject (e.g.: 595: Question about Paper 1). Otherwise, your message may be delayed or lost.

## **Course Description and Objectives**

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The course calendar describes this course as follows: “The content of the seminar will vary from year to year and will be announced prior to registration. The seminar may be given by a single instructor or by a group, as the occasion warrants.”

The content of this Special Topics seminar for this term will focus on professional engagement with Indigenous Peoples. The course provides an overview to Indigenous Peoples in Canada, including First Nations, Métis, and Inuit peoples. The course’s aim is to help students to prepare to respectfully engage as educators, counsellors, and other professionals working with this population, in a manner that strives to be consistent with the Truth and Reconciliation Commission’s recent “calls to action.”

By the end of this course, students should be able to:

1. Demonstrate cultural sensitivity and humility (including awareness of personal and cultural biases), in preparing for potential future professional work with Indigenous communities, families, and individuals.
2. Critically discuss the basic history of colonization of the Indigenous peoples in North America (particularly Canada), and the contemporary legacy of such.
3. Contextualize historical and contemporary violence, loss, and discrimination faced by Indigenous Peoples, along with appreciating Indigenous communities’ remarkable resistance and resilience.
4. Describe basic features and challenges of contemporary Indigenous life in urban, rural, and reserve settings.
5. Describe the importance of Indigenous sovereignty, lands, knowledges, languages, and spirituality.

6. Conceptualize patterns and complexities with individual development, identity formation, gender, and family roles among contemporary Indigenous peoples.
7. Describe the most common factors pertaining to Indigenous wellness, mental health, and educational success.
8. Critically evaluate sources of information pertaining to Indigenous Peoples, as well as be equipped for ongoing engagement with Indigenous-authored voices.
9. Provide a presentation to their peers on an in-depth topic of one's choice related to engagement with Indigenous Peoples.

**Sensitive/controversial topics:** The material covered in this course may be emotionally difficult for students. If engaging with the material results in you experiencing some distress and/or you need to leave the class, please let the instructor know as soon as possible. As well, some of the topics may be controversial, which may result in disagreements. When presenting an alternative viewpoint please do so in a respectful manner which does not devalue a colleague's point of view. I ask that students engage in the course with the assumption that Indigenous students are present.

**Guidelines for the use of mobile computing and communications devices:** Laptops and phones (and related mobile computing devices) are allowed for course-related purposes only. When they are not needed for the course, they are expected to be put away. The instructor may ask students to put away laptops or phones if their use appears to be disruptive to anyone (i.e., it prevents the instructor and/or students from focusing on the class). Students also may be deducted participation points if they disrupt class as a result of using laptops or phones in class. No audio or video recording of any kind is allowed in class without the explicit permission of the instructor.

**Land acknowledgment:** McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous Peoples, including the Haudenosaunee and Anishinabeg Nations. McGill honours, recognizes, and respects these Nations as the traditional stewards of the lands and waters on which we meet today.

## **Course Materials**

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In order to maximize the course's relevance for each student, you will have considerable freedom in how you engage with the course content (with very few readings that are strictly required). You will submit periodic reports of the materials you have read or viewed (see Assignments below). My hope is that your engagement with the course will be of high interest and even enjoyment to you, rather than a chore. If this is not the case, then please speak with me so we can brainstorm how to make the course more relevant and meaningful to you. While I am not asking you to report the amount of time you spend, a reasonable expectation is at least 3 hours per week (outside of class) of total time for the following five types of materials:

1. **Readings** are drawn from the two texts listed below (freely available online through the McGill Library), along with additional readings listed in the Calendar below (per week). You are expected to read from among the listed materials each week, but you can choose which materials to read (note, however, that there are some readings throughout the course that are listed as required). I recommend for students to read from at least one of the two texts below each week (as shown on the Calendar).

- Vowel, C. (2016). *Indigenous writes: A guide to First Nations, Métis and Inuit issues in Canada*. HighWater Press. <https://mcgill.on.worldcat.org/oclc/951552526>
- King, T. (2013). *The inconvenient Indian: A curious account of Native people in North America*. Anchor Canada. <https://mcgill.on.worldcat.org/oclc/859670483>

In addition, the following texts may be of interest:

- Dickason, O. P., & Newbigging, W. (2019). *Indigenous Peoples within Canada: A concise history* (4th ed.). Oxford University Press.
- Battiste, M. A. (2013). *Decolonizing education: Nourishing the learning spirit*. Purich.
- Brown, C. (2006). *Louis Riel: A comic-strip biography*. Drawn & Quarterly.
- Kirmayer, L. J., & Valaskakis, G. G. (Eds.). (2009). *Healing traditions: The mental health of Aboriginal peoples in Canada*. UBC Press. (Full text online: <https://mcgill.on.worldcat.org/oclc/233582338>)
- Peters, E., & Anderson, C. (2014). *Indigenous in the city: Contemporary identities and cultural innovation*. UBC Press.

2. You may view **Indigenous film or television**. Some recommendations are given in the Calendar (below); other media can be viewed through the Aboriginal Peoples Television Network (APTN; <https://aptn.ca/>), the Indigenous Cinema website of the National Film Board of Canada (<https://www.nfb.ca/indigenous-cinema/>), or CBC Indigenous (see below). Any other media need to be approved by me in advance (send me an email with a brief description or link). (For media that are listed in the Calendar as “in class” viewing, please do not view on your own prior to that class.)

3. You are required to regularly (at least weekly) engage with contemporary issues and current events via the **CBC Indigenous** service. This can be done through perusing its website (<https://www.cbc.ca/news/indigenous>) or by following it on Facebook, Twitter, Instagram, and/or YouTube.

4. You may attend **Indigenous events and exhibits** that are open to the public and/or McGill community. Except for those listed below, these need to be approved by me in advance (send me an email with a brief description or link).

- Sept. 16-27: *McGill Indigenous Awareness Week*: Many events, which are all free and open to the public and/or McGill community. (Note in particular the Pow Wow on Sept. 20.) Some events require registration in advance and may have limited capacity: [https://www.mcgill.ca/indig-health/channels\\_item/1](https://www.mcgill.ca/indig-health/channels_item/1)
- Sept. 19: 10-11:30 am: *Indigenous Reconciliation: Finding Common Ground Through Dialogue*. Lecture by Waneek Horn-Miller. Dawson College, room 5B.16. <https://www.facebook.com/events/dawson-peace-centre/waneek-horn-miller-indigenous-reconciliation/406961686595407/>
- Sept. 27: 9-11 am: *Skátne Entewathahita (We Will Walk Together)*: 5K walk/run hosted by the Faculty of Education, on Mount Royal. (Meet at the McConnell Arena Parking Lot at 9 am, wear an orange shirt if possible, and bring your own water. Free; no registration required.) <https://www.mcgill.ca/education/channels/event/skatne-entewathahita-we-will-walk-together-mcgill-indigenous-awareness-week-300428>

- Sept. 28: 2 pm: *Indigenous Languages in Contemporary Music*. Free concert. Piccolo Rialto (5719 Parc Av.): <https://popmontreal.com/en/calendar/enspectacle/indigenous-languages-in-contemporary-music/2019-80410/>
- Oct. 3-6: *21st Inuit Studies Conference*. Université du Québec à Montréal (UQAM) : Complexe des sciences Pierre-Dansereau. Conference and arts/crafts market. Presentations may be in English, French, or Inuktitut. \$175 student registration fee (includes lunch each day). <https://sites.grenadine.uqam.ca/sites/inuitstudies2019/en/isc2019>
- Until Oct. 6: Rebecca Belmore exhibit: *Facing the monumental*. Montreal Museum of Contemporary Art temporary exhibit (entrance fee; free first Sunday of each month for QC residents; half-price Wed. evenings): <https://macm.org/en/exhibitions/rebecca-belmore-facing-the-monumental/>
- Until Oct. 27: *Sding K'awxangx — Haida: Supernatural stories*. McCord Museum temporary exhibit (entrance fee; free first Sunday of each month for QC residents; free Wed. evening; free for Indigenous Peoples): <https://www.musee-mccord.qc.ca/en/exhibitions/art-haida/>
- Ongoing: *Wearing our identity: The First Peoples collection*. McCord Museum permanent exhibit (entrance fee; free first Sunday of each month for Quebec residents; free Wed. evening; free for Indigenous Peoples): <https://www.musee-mccord.qc.ca/en/exhibitions/wearing-our-identity-the-first-peoples-collection/>
- Ongoing: Espace Culturel Ashuken: non-profit Indigenous art exhibit in Old Port (free): <https://www.facebook.com/AshukanMTL/>
- Ongoing: Montreal Museum of Fine Arts: Indigenous art in permanent collections (including the Inuit Art collection, selected pieces in the Founding Identities collection, and the Kent Monkman pieces) (entrance fee; free the first Sunday of each month for QC residents; reduced fee Wed. evenings). <https://www.mbam.qc.ca/en/>

5. You are required to read **one contemporary Indigenous-authored memoir/autobiography** during the term. The purpose is to maximize your engagement with Indigenous-authored experiences and narratives. Unless otherwise approved by me in advance, you must read one of the following books (see below). You are responsible for obtaining the book, but all of them are available in print or online form from the McGill Library (see details below). Please do not procrastinate obtaining the book and starting to read.

(These books—while not especially graphic—include abusive experiences in residential schools or with forced migrations or other potentially traumatic experiences. I believe it is important to engage with these accounts, even if it is emotionally difficult. However, I recognize that such may be especially distressing to some Indigenous students or others for whom the material may be particularly triggering. If you have a concern in this regard, please contact me immediately and I will make whatever reasonable accommodations I can.)

- ***Half-breed*, by Maria Campbell (1973)**. Groundbreaking popular memoir about the Métis author's coming to terms with a traumatic childhood and adolescence in northern Saskatchewan and Vancouver. (Two print copies at McGill Library, one of which I have reserved; \$10 to purchase online; 184 pages.)
- ***Eukuan Nin Matshimanitu Innu-Iskueu // Je suis une maudite sauvagesse*, by An Antane Kapesh (1976)**. An account of the Innu author's resistance to assimilation in the context of land dispossession, forced migrations, and the residential school system in

northern Quebec. Innu language, translated into French. (One print copy at McGill Library, which I have reserved; costs \$25 to purchase online; 238 pages.)

- ***Life Among the Qallunaat*, by Minnie Aodla Freeman (1978; revised edition 2015).** Autobiography of an Inuk woman growing up in James Bay in the 1940s and 1950s, followed by her work as a nurse in Quebec and a translator in Ottawa. (Free e-book through McGill Library; one print copy, which I have reserved; \$15-\$25 to purchase online; 304 pages; you would need to read the 2015 edition.)
- ***Song of Rita Joe: Autobiography of a Mi'kmaq Poet*, by Rita Joe (1996).** Autobiography of the acclaimed Mi'kmaq poet, including her residential school experience in Nova Scotia. (One print copy at McGill Library, which I have reserved; \$15-\$25 to purchase online; 199 pages.)
- ***One Native Life*, by Richard Wagamese (2009).** Series of narratives from the acclaimed author, who was raised in foster homes in northwest Ontario, about reclaiming his identity as an Ojibway man. (Free e-book through McGill Library; one print copy, which I have reserved; \$18 to purchase online; 272 pages.)
- ***They Called Me Number One*, by Bev Sellars (2012).** Autobiography of a Xatsu'll chief, with focus on her residential school experience in British Columbia. (Free e-book through McGill Library; one print copy I own that could be loaned; \$4-\$18 to purchase online; 256 pages.)
- ***Up Ghost River: A Chief's Journey Through the Turbulent Waters of Native History*, by Edmund Metatawabin (2015).** The author, a former Cree chief, explores his upbringing in one of Canada's most brutal residential schools (St. Anne's, in northern Ontario) and his later efforts for individual and community healing. (Free e-book through McGill Library; one print copy, which I have reserved; \$10-\$20 to purchase online; 352 pages.)

## Calendar

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**Note:** Please note that this is a tentative outline. The order might be changed (e.g., to accommodate potential guest speakers) and additional/alternate materials may be added as deemed necessary by the instructor.

Class 1	Mon Sep 9	Introduction
Class 2	Mon Sep 16	Critical Cultural Awareness; Indigenous Peoples Globally

*Weekly Questions 1 due (start of class)*

Readings (\*required):

- \* United Nations (2008): *Declaration on the Rights of Indigenous Peoples*: [http://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP\\_E\\_web.pdf](http://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf) (To read in languages other than English, see <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>)

- \* Christopher, J. C., Wendt, D. C., Marecek, J., & Goodman, D. M. (2014). Critical cultural awareness: Contributions to a globalizing psychology. *American Psychologist*, 69, 645–655. <https://mcgill.on.worldcat.org/oclc/5633611717>
- Wolfe, P. (2006). Settler colonialism and the elimination of the Native. *Journal of Genocide Research*, 8, 387-409. <https://mcgill.on.worldcat.org/oclc/464748852>
- Kauanui, J. K. (2016). “A structure, not an event”: Settler colonialism and enduring indigeneity. *Lateral: Journal of the Cultural Studies Association*, 5(1): <https://csalateral.org/issue/5-1/forum-alt-humanities-settler-colonialism-enduring-indigeneity-kauanui/>
- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*, 33(2-3), 61-83. <https://mcgill.on.worldcat.org/oclc/672150910>
- Kirmayer, L. J. (2007). Psychotherapy and the cultural concept of the person. *Transcultural Psychiatry*, 44(2), 232-257. <https://mcgill.on.worldcat.org/oclc/165585488>
- Watters, E. (2010, Jan. 8). The Americanization of mental illness. *The New York Times*: <https://www.nytimes.com/2010/01/10/magazine/10psyche-t.html>

Media (\*required):

- \* United Nations Development Programme: *10 things to know about Indigenous Peoples* (brief feature with photography): <https://stories.undp.org/10-things-we-all-should-know-about-indigenous-people>

Resources (\*required):

- \* Native-Land website (view Indigenous territories, languages, and treaties for Montreal and your hometown, if shown): <https://native-land.ca/>
- \* PBS; National Geographic: *A global map of Indigenous Peoples*: <https://www.pbs.org/newshour/extra/app/uploads/2014/11/A-global-map-of-indigenous-peoples.pdf>
- Amnesty International: *Indigenous Peoples* (website): <https://www.amnesty.org/en/what-we-do/indigenous-peoples/>
- United Nations: *Indigenous Peoples* (website): <https://www.un.org/development/desa/indigenouspeoples/about-us/inter-agency-support-group.html>
- World Bank: *Indigenous Peoples* (website): <https://www.worldbank.org/en/topic/indigenouspeoples>

**NO CLASS**      **Mon Sep 23**      (No class, in lieu of Indigenous Awareness Week events; see below)

**Class 3**      **Sep 16-27**      **Indigenous Awareness Week Events**

You should attend at least 2 hours of one or more events from McGill’s Indigenous Awareness Week. Events are held throughout the day and evening from Monday, September 16-Friday, September 27. Note that some events require registration in advance. For a list of events, see [https://www.mcgill.ca/indig-health/channels\\_item/1](https://www.mcgill.ca/indig-health/channels_item/1) (as well as the 5K run/walk on Sept. 27; see above in “Course Materials” section). If you are unable to attend any of these events due to your schedule, please contact the instructor immediately so an alternative event can be coordinated.

Class 4

Mon Sep 30

## Indigenous and Settler-Colonial History in Canada; Names and Naming

As this day is Orange Shirt Day (an annual commemoration to promote awareness across Canada about the impact of the Residential School system), I invite you to wear an orange shirt throughout the day as well as to class (optional).

*Paper 1 due (start of class)*

*Weekly Questions 2 due (start of class)*

Readings (\*required):

- Vowel: Chapters \*1, 2, \*3, 9, 13-14: <https://mcgill.on.worldcat.org/oclc/951552526>
- King: Chapters 1, 2: <https://mcgill.on.worldcat.org/oclc/1083582683>
- Dickason, O. P., & Newbigging, W. (2019). Origin stories. In *Indigenous Peoples within Canada: A concise history* (4th ed; pp. 1-18). Oxford University Press. (Access through MyCourses)
- Perdue, T., & Green, M. D. (2010). The European invasion. In *North American Indians: A very short introduction* (Chapter 2; pp. 18-40). Oxford University Press.  
<https://mcgill.on.worldcat.org/oclc/464595284>

Media (\*required):

- \* Davidson, H. (2018, October 31). How racism against Native people is normalized, from mascots to costumes. *Teen Vogue*. <https://www.teenvogue.com/story/how-racism-against-native-people-is-normalized-from-mascots-to-costumes>

Resources (\*required):

- \* Government of Canada: *First Nations in Canada* [history]: <https://www.rcaanc-cirmac.gc.ca/eng/1307460755710/1536862806124>
- Government of Canada: *Indigenous history*: <https://www.canada.ca/en/services/culture/history-heritage/indigenous-history.html>
- National Inquiry into Missing and Murdered Indigenous Women and Girls: Supplementary report on Quebec (read pp. 23-37): [https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final\\_Report\\_Vol\\_2\\_Quebec\\_Report-1.pdf](https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_2_Quebec_Report-1.pdf)
- Crown-Indigenous Relations and Northern Affairs Canada website: <https://www.canada.ca/en/crown-indigenous-relations-northern-affairs.html>
- Montreal Urban Aboriginal Community Strategy Network, *Indigenous ally toolkit*. <http://reseauumtlnetwork.com/resources/>

In class film: *First Contact*

**Class 5**

**Mon Oct 7**

**Residential Schools; Sixties and Millennial Scoops;  
Missing and Murdered Indigenous Women and Girls**

*Event Report due (start of class)*

*Weekly Questions 3 due (start of class)*

Readings:

- \* Vowel: Chapters 20-21: <https://mcgill.on.worldcat.org/oclc/951552526>
- Sinclair, R. (2007). Identity lost and found: Lessons from the sixties scoop. *First Peoples Child & Family Review*, 3(1), 65-82. (Access through MyCourses)
- Sinclair, R. (2016). The Indigenous child removal system in Canada: An examination of legal decision-making and racial bias. *First Peoples Child & Family Review*, 11(2), 8-18. <https://mcgill.on.worldcat.org/oclc/7495968904>
- Toombs, E., Drawson, A. S., Bobinski, T., Dixon, J., & Mushquash, C. J. (2018). First Nations parenting and child reunification: Identifying strengths, barriers, and community needs within the child welfare system. *Child & Family Social Work*, 23, 408-416. <https://mcgill.on.worldcat.org/oclc/7793595465>
- Merasty, J. A. (2015). *The education of Augie Merasty*. University of Regina Press. (Brief account of residential school experience; full text online): <https://mcgill.on.worldcat.org/oclc/965149933>

Media:

- Tamara Bernard TED Talk: *We are more than murdered and missing* (video): <https://www.youtube.com/watch?v=fyILSRQ5kx8>
- BBC: *Red River women* (interactive article): <https://www.bbc.co.uk/news/resources/idt-dc75304f-e77c-4125-aacf-83e7714a5840>
- *Trawling Winnipeg's rivers for the bodies of unsolved murder cases* (video): [https://www.youtube.com/watch?time\\_continue=3&v=K8iDzIQW0XE](https://www.youtube.com/watch?time_continue=3&v=K8iDzIQW0XE)

Resources:

- National Centre for Truth and Reconciliation website: <https://nctr.ca/>
- Truth and Reconciliation Commission of Canada website: <http://www.trc.ca/>
- National Inquiry into Missing and Murdered Indigenous Women and Girls: <http://www.mmiwg-ffada.ca/>
- Concordia Guide to Missing and Murdered Indigenous Women and Girls Inquiry: <http://www.concordia.ca/library/guides/first-peoples-studies/guide-to-missing-and-murdered-indigenous-women-and-girls-inquiry.html>
- Canadian Child Welfare Research Portal: Indigenous Child Welfare: <https://cwrp.ca/indigenous-child-welfare>

In-class film: *Indian Horse*

**NO CLASS**

**Mon Oct 14**

**(Holiday)**



**Class 6****Mon Oct 21****Survivance, Resistance, Resilience;  
Reconciliation***Report 1 due (start of class)**Presentation Proposal due (start of class)**Weekly Questions 4 due (start of class)*

Readings (\*required):

- \* Truth and Reconciliation Commission of Canada (2015): *Calls to Action*.  
[http://trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)
- \* National Inquiry into Missing and Murdered Indigenous Women and Girls (2019). "Calls for justice." In: *Reclaiming power and place: The final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*. <https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls-Web-Version-EN.docx>
- \* Canadian Psychological Association (2018). *Psychology's response to the Truth and Reconciliation Commission of Canada's Report*.  
[https://cpa.ca/docs/File/Task\\_Forces/TRC%20Task%20Force%20Report\\_FINAL.pdf](https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf)
- King: Chapters 4-6: <https://mcgill.on.worldcat.org/oclc/1083582683>
- Hartmann, W. E., Wendt, D. C., Burrage, R. L., Pomerville, A., & Gone, J. P. (2019). American Indian historical trauma: Anticolonial prescriptions for healing, resilience, and survivance. *American Psychologist*, 74, 6-19. <https://mcgill.on.worldcat.org/oclc/7991416844>
- Allen, J., Hopper, K., Wexler, L., Kral, M., Rasmus, S., & Nystad, K. (2014). Mapping resilience pathways of Indigenous youth in five circumpolar communities. *Transcultural Psychiatry*, 51(5), 601-631. <https://mcgill.on.worldcat.org/oclc/5723692558>
- Hatala, A. R., Pearl, T., Bird-Naytowhow, K., Judge, A., Sjoblom, E., & Liebenberg, L. (2017). "I have strong hopes for the future": Time orientations and resilience among Canadian Indigenous youth. *Qualitative Health Research*, 27(9), 1330-1344.  
<https://mcgill.on.worldcat.org/oclc/7061264764>

Media:

- *Kanehsatake: 270 Years of Resistance* (acclaimed documentary):  
[https://www.nfb.ca/film/kanehsatake\\_270\\_years\\_of\\_resistance/](https://www.nfb.ca/film/kanehsatake_270_years_of_resistance/)

**Class 7****Mon Oct 28****Sovereignty, Treaties, and Land;  
Urban, Rural, and Reserve Contexts***Weekly Questions 5 due (start of class)*

Readings:

- Vowel: Chapters 6; 26-29: <https://mcgill.on.worldcat.org/oclc/951552526>
- King: Chapters 8-10: <https://mcgill.on.worldcat.org/oclc/1083582683>
- Gone, J. P. (2008). "So I can be like a Whiteman": The cultural psychology of space and place in American Indian mental health. *Culture and Psychology*, 14, 369-399.  
<http://mcgill.worldcat.org/oclc/438342775>

- Wendt, D. C., & Gone, J. P. (2012). Urban-Indigenous therapeutic landscapes: A case study of an urban American Indian health organization. *Health and Place*, 18, 1025-1033. <https://mcgill.on.worldcat.org/oclc/4932942861>
- Kral, M. J., Idlout, L., Minore, J. B., Dyck, R. J., & Kirmayer, L. J. (2011). Unikkaartuit: Meanings of well-being, unhappiness, health, and community change among Inuit in Nunavut, Canada. *American Journal of Community Psychology*, 48, 426-438. <https://mcgill.on.worldcat.org/oclc/760094776>
- Willox, A. C., Stephenson, E., Allen, J., Bourque, F., Drossos, A., Elgarøy, S., ... & MacDonald, J. P. (2015). Examining relationships between climate change and mental health in the Circumpolar North. *Regional Environmental Change*, 15(1), 169-182. <https://mcgill.on.worldcat.org/oclc/5716594304>
- McFarlane, P., & Schabus, N. (Eds.) (2017). *Whose land is it anyway? A manual for decolonization*. Federation of Post-Secondary Educators of BC. [https://fpse.ca/sites/default/files/news\\_files/Decolonization%20Handbook.pdf](https://fpse.ca/sites/default/files/news_files/Decolonization%20Handbook.pdf)

Media:

- *Atanarjuat (The Fast Runner)* film: <https://mcgill.on.worldcat.org/oclc/922671850>

Resources:

- Native Friendship Centre of Montreal website: <http://nfcmm.org/>
- Indigenous Services Canada website: <https://www.canada.ca/en/indigenous-services-canada.html>
- *Treaties, agreements, and negotiations*, Crown-Indigenous website: <https://www.rcaanc-cirnac.gc.ca/eng/1100100028568/1529354090684>
- *Main agreements of the Cree Nation*, Cree Nation website: <https://www.cngov.ca/governance-structure/legislation/agreements/>

In-class recorded lecture: John Borrows, *Drawing Out Law*

## **Class 8                      Mon Nov 4                      Gender; Family Roles**

*Weekly Questions 6 Due (start of class)*

Materials:

- Vowel: Chapter 12: <https://mcgill.on.worldcat.org/oclc/951552526>
- Shepard, B., O'Neill, L., & Guenette, F. (2006). Counselling with First Nations women: Considerations of oppression and renewal. *International Journal for the Advancement of Counselling*, 28, 227–240. <https://mcgill.on.worldcat.org/oclc/437582017>
- Anderson, K., Innes, R. A., & Swift, J. (2012). Indigenous masculinities: Carrying the bones of the ancestors. In C. J. Greig & W. J. Martino (Eds.), *Canadian men and masculinities: Historical and contemporary perspectives* (pp. 266–84). Toronto, Canada: Canadian Scholars' Press. (Access through MyCourses)
- Meyercook, F., & Labelle, D. (2004). Namaji: Two-spirit organizing in Montreal, Canada. *Journal of Gay and Lesbian Social Services*, 16, 29–51. <https://mcgill.on.worldcat.org/oclc/192587167>

Media:

- *Mohawk Girls* (TV series on APTN): Episodes can be viewed online: <https://aptn.ca/mohawkgirls/>
- *Kent Monkman Speaks* (discussion of *Shame & Prejudice* exhibit): <https://vimeo.com/254548613>
- *First Stories – Two Spirited* (6 min. documentary): [https://www.nfb.ca/film/first\\_stories\\_two\\_spirited/](https://www.nfb.ca/film/first_stories_two_spirited/)

**Class 9                      Mon Nov 11                      Identity and Development;  
Spirituality**

*Report 2 due (start of class)*

*Weekly Questions 7 due (start of class)*

Readings:

- Vowel: Chapters \*4, \*5, 6, 8, 19: <https://mcgill.on.worldcat.org/oclc/951552526>
- King: Chapter 3: <https://mcgill.on.worldcat.org/oclc/1083582683>
- Wexler, L. (2009). The importance of identity, history, and culture in the wellbeing of Indigenous youth. *The Journal of the History of Childhood and Youth*, 2, 267-276. <https://muse.jhu.edu/article/266442/>
- Wendt, D. C., & Gone. J. P. (2016). Integrating professional and Indigenous therapies: An urban American Indian narrative clinical case study. *The Counseling Psychologist*, 44, 695-729. <https://mcgill.on.worldcat.org/oclc/6924360777>
- Gone, J. P., Blumstein, K. P., Dominic, D., Fox, N., Jacobs, J., Lynn, R. S., ... & Tuomi, A. (2017). Teaching tradition: Diverse perspectives on the pilot urban American Indian traditional spirituality program. *American Journal of Community Psychology*, 59(3-4), 382-389. <https://mcgill.on.worldcat.org/oclc/7062998166>
- Rybak C., & Decker-Fitts A. (2009). Understanding Native American healing practices. *Counselling Psychology Quarterly*, 22, 333–342. <https://mcgill.on.worldcat.org/oclc/6895883486>
- Neihardt, J. G. (2014). *Black Elk speaks: The complete edition*. University of Nebraska Press. <https://mcgill.on.worldcat.org/oclc/871258281>

Media:

- *Foster Child* documentary: [https://www.nfb.ca/film/foster\\_child/](https://www.nfb.ca/film/foster_child/)
- *Naamitapiikoan: Blackfoot influences on Abraham Maslow's developmental and organizational psychology*. Video: <https://mcgill.on.worldcat.org/oclc/884889553>

**Class 10                      Mon Nov 18                      Mental Health and Substance Use**

*Weekly Questions 8 due (start of class)*

Readings (\*required):

- \* Nelson, S. E., & Wilson, K. (2017). The mental health of Indigenous peoples in Canada: A critical review of research. *Social Science & Medicine*, 176, 93-112. <https://mcgill.on.worldcat.org/oclc/6925753823>

- Vowel: Chapter 17: <https://mcgill.on.worldcat.org/oclc/951552526>
- Gone, J. P., Hartmann, W. E., Pomerville, A., Wendt, D. C., Klem, S. H., & Burrage, R. L. (2019). The impact of historical trauma on health outcomes for Indigenous populations in the USA and Canada: A systematic review. *American Psychologist*, 74, 20-35. <https://mcgill.on.worldcat.org/oclc/7991494397>
- Gonzalez, V. M., & Skewes, M. C. (2018). Association of belief in the “firewater myth” with strategies to avoid alcohol consequences among American Indian and Alaska Native college students who drink. *Psychology of Addictive Behaviors*, 32, 401–409. <https://mcgill.on.worldcat.org/oclc/7584213013>
- Johnson, H. R. (2016). *Firewater: How alcohol is killing my people (and yours)*. University of Regina Press. <https://mcgill.on.worldcat.org/oclc/953887167>
- Lewis, M. E., Hartwell, E. E., & Myhra, L. L. (2018). Decolonizing mental health services for Indigenous clients: A training program for mental health professionals. *American Journal of Community Psychology*, 62, 330-339. <https://mcgill.on.worldcat.org/oclc/7988429488>
- Kirmayer, L. J., Simpson, C., & Cargo, M. (2003). Healing traditions: Culture, community and mental health promotion with Canadian Aboriginal peoples. *Australian Psychiatry*, 11, S15–S23. <https://mcgill.on.worldcat.org/oclc/4664764403>
- Rasmus, S. M., Trickett, E., Charles, B., John, S., & Allen, J. (2019). The qasgiq model as an Indigenous intervention: Using the cultural logic of contexts to build protective factors for Alaska Native suicide and alcohol misuse prevention. *Cultural Diversity and Ethnic Minority Psychology*, 25, 44–54. <https://mcgill.on.worldcat.org/oclc/7991448070>
- Wexler, L. M., & Gone, J. P. (2012). Culturally responsive suicide prevention in Indigenous communities: Unexamined assumptions and new possibilities. *American Journal of Public Health*, 102(5), 800-806. <https://mcgill.on.worldcat.org/oclc/785741767>

Media:

- Joseph Gone lecture (one hour): *Indigenous healing and psychotherapeutic intervention: Complicating the prospects for integration*: <https://mcgill.on.worldcat.org/oclc/884784429>

Resources:

- *Honouring our strengths: A renewed framework to address substance use issues among First Nations People in Canada*: <https://thunderbirdpf.org/honouring-our-strengths-full-version/>
- Thunderbird Partnership Foundation website: <https://thunderbirdpf.org/>
- *Indigenous Health*, Indigenous Services Canada website: <https://www.canada.ca/en/services/health/aboriginal-health.html>

**Class 11                      Mon Nov 25                      Education;  
Cultural and Language Revitalization**

*Weekly Questions 9 due (start of class)*

Readings:

- \* Vowel: Chapter 31: <https://mcgill.on.worldcat.org/oclc/951552526>
- Chandler, M. J., & Lalonde, C. (1998). Cultural continuity as a hedge against suicide in Canada’s First Nations. *Transcultural Psychiatry*, 35, 191-219. <https://mcgill.on.worldcat.org/oclc/4652266957>

- Fryberg, S. A., Troop-Gordon, W., D'Arrisso, A., Flores, H., Ponizovskiy, V., Ranney, J. D., ... & Burack, J. A. (2013). Cultural mismatch and the education of Aboriginal youths: The interplay of cultural identities and teacher ratings. *Developmental Psychology*, 49, 72–79. <https://mcgill.on.worldcat.org/oclc/826002194>
- Gone, J. P. (2013). Redressing First Nations historical trauma: Theorizing mechanisms for Indigenous culture as mental health treatment. *Transcultural Psychiatry*, 50(5), 683-706. <https://mcgill.on.worldcat.org/oclc/5534432342>
- Schmidt, H. (2019). Indigenizing and decolonizing the teaching of psychology: Reflections on the role of the non-Indigenous ally. *American Journal of Community Psychology*. Advance online publication. <https://mcgill.on.worldcat.org/oclc/8189960226>
- Taylor, D., Caouette, J., Osborne, E., & Wright, S. (2008). Aboriginal languages in Québec: Fighting linguistic with bilingual education. *Diversité urbaine*, 69–89. <https://mcgill.on.worldcat.org/oclc/4894535914>

Media:

- *Montreal Gazette* brief article on Quebec's high school history texts: <https://montrealgazette.com/news/canada/call-for-withdrawal-of-fundamentally-flawed-quebec-high-school-history-texts/>

Resources (\*required):

- \* KAIROS report card on provincial and territorial curriculum on Indigenous Peoples: <https://www.kairoscanada.org/what-we-do/indigenous-rights/windsofchange-report-cards>

**Class 12                      Mon Dec 2                      Research and Traditional Knowledges**

*Report 3 due (start of class)*

*Weekly Questions 10 due (start of class)*

Readings:

- Hall, L., Dell, C. A., Fornssler, B., Hopkins, C., Mushquash, C., & Rowan, M. (2015). Research as cultural renewal: Applying Two-Eyed Seeing in a research project about cultural interventions in First Nations addictions treatment. *International Indigenous Policy Journal*, 6, 1–15. <https://mcgill.on.worldcat.org/oclc/5878742926>
- Toombs, E., Dawson, A. S., Chambers, L., Bobinski, T. L., Dixon, J., & Mushquash, C. J. (2019). Moving towards an Indigenous research process: A reflexive approach to empirical work with First Nations communities in Canada. *International Indigenous Policy Journal*, 10(1). <https://mcgill.on.worldcat.org/oclc/8034870703>
- Wendt, D. C., Hartmann, W. E., Allen, J. A., Burack, J. A., Charles, B., D'Amico, E., Dell, C. A., . . . Walls, M. L. (2019). Substance use research with Indigenous communities: Exploring and extending foundational principles of community psychology. *American Journal of Community Psychology*. Advance online publication. <https://mcgill.on.worldcat.org/oclc/8192236413>
- Wendt, D. C., & Gone, J. P. (2012). Decolonizing psychological inquiry in American Indian communities: The promise of qualitative methods. In D. K. Nagata, L. Kohn-

Wood, & L. Suzuki (Eds.), *Qualitative strategies for ethnocultural research* (pp. 161-178). American Psychological Association. <https://mcgill.on.worldcat.org/oclc/759395975>

- Gone, J. P. (2012). Indigenous traditional knowledge and substance abuse treatment outcomes: The problem of efficacy evaluation. *American Journal of Drug and Alcohol Abuse*, 38(5), 493-497. <https://mcgill.on.worldcat.org/oclc/808837752>
- Teo, T. (2010). What is epistemological violence in the empirical social sciences? *Social and Personality Psychology Compass*, 4(5), 295-303. <https://mcgill.on.worldcat.org/oclc/4651051781>

Resources:

- CIHR Institute of Indigenous Peoples' Health website: <http://www.cihr-irsc.gc.ca/e/8668.html>

In-class film: *Charlie Pisuk*

**Class 13            Tue Dec 3            Presentations**

*Paper 2 due (start of class)*

### **Evaluation Summary**

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The evaluation summary and grade distribution are as follows:

<b>Assignment</b>	<b>Points</b>
Class Participation	10
Weekly Questions (2 pts. x 10)	20
Reports (5 pts. x 3)	15
Paper 1	10
Event Report	5
Presentation Proposal	5
Paper 2	15
Presentation	20
Total	100

<b>Grade</b>	<b>Grade Point</b>	<b>Scale</b>
A	4.0	85-100%
A-	3.7	80-84%
B+	3.3	75-79%
B	3.0	70-74%
B-	2.7	65-69%
F	0	0-64%

### **Attendance**

Because we are co-creating an intellectual community in which to develop as culturally-competent scholars, educators, and clinicians, regular attendance is expected. Regular attendance also will have a direct impact on students' participation grade and weekly question assignments (see below).

If you miss class, you are expected to discuss what you missed with a classmate and then to contact me with any questions. I am unable to repeat course material for students who are absent (for any reason).

## **Incomplete Grades**

Incomplete grades are only given in rare cases where significant extenuating circumstances can be demonstrated. In order to receive an incomplete grade, students must discuss these circumstances with me in advance. An incomplete grade will then be granted or denied, based on my discretion.

## **Assignments**

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### **Class Participation (10%)**

Classroom attendance and participation is critical for this course. Students are expected to be active participants in the course and to fully partake in discussions of readings and classroom material. Although students are expected to vary in their classroom engagement styles, all students are expected to be mentally present (e.g., minimal multi-tasking on social media or cell phones), to make comments or ask questions in classroom discussions daily, and to show genuine effort in skills practice sessions.

Behaviours that are indicative of exemplary participation include punctual and consistent attendance; sustained attention throughout the class; questions demonstrating curiosity, humility, and critical thinking; reflections about your own thoughts and feelings about the course content and classroom discussions; expressions of appreciation to classmates' classroom contributions; and initiative in engaging with the instructor one-on-one (e.g., during office hours) about the course material. Up to 10 points will be assigned to each student, based on the above principles, at the instructor's discretion. If you have any questions about the instructor's expectations, or if you are concerned about your ability to provide this level of participation in the class, then please consult with the instructor immediately.

### **Weekly Questions (20%)**

Each week, you should come to class with two substantive questions based on your out-of-class course engagement from the previous week. (At least one question should be from a reading listed in the course outline for that week.) These questions will be used for small group discussions. Make sure to provide enough context for your classmates and the instructor to understand how your question is situated in what you read, viewed, etc.

Questions should be typed and are due at the beginning of each class. Put your full name and McGill ID number in the header. Each week up to 2 points will be awarded (20 points total), based on completion, thoughtfulness, and contextualization.

Note: Questions must be turned in by the student during class in order to receive credit for that week's assignment. (Exceptions may be made for illness, family emergencies, and religious holidays—based on the instructor's discretion, and only if contacted by the student in advance or as soon as possible. Otherwise, late or out-of-class submissions will not be accepted and will receive 0 points.)

## Reports (15%)

You are required to submit three reports (every three weeks; see Calendar). These reports should consist of the following:

- A concise list of the materials you have engaged with since the previous report (or since the beginning of the course, for the first report).
- One reflective paragraph about your reaction to this material; you are especially encouraged to reflect upon your own biases, awareness, experience, growth, etc. This paragraph should integrate your experience with engaging with the course material as a whole, not a “play-by-play” or “travelogue” of everything you have done.
- (Optional) You are invited to provide any other information to me about how you are doing, concerns you have about the class, etc.

Reports should be typed using forms that are available on MyCourses; there are separate forms for Reports 1, 2, and 3. Stapled hard copies of completed reports are due at the beginning of class on selected dates (see Calendar). Up to 5 points will be awarded per report (15 points total), based on one’s level of engagement, timely progress, and thoughtfulness.

Late reports will be penalized by 10% for each day they are late (for late submissions, please attach as an email and put a copy in my box in Education 614). Reports are one day late if they are turned in after the start of class on the due date.

## Paper 1 (10%)

This paper will consist of a reflection on your personal biases of, awareness of, knowledge of, and engagement with Indigenous Peoples.

This paper should be no longer than 1 page, double-spaced, in Times New Roman 12-point font and 1-inch margins on all sides. Any pages beyond 1 will not be read or considered in assigning your grade. Do not include a title page; simply put your full name and McGill ID number in the header. Failure to follow these instructions will result in a reduced score.

A hard copy of the paper is due at the beginning of class on Monday, September 30. You will need to save a copy of this paper, to submit again with Paper 2 (see below).

Late papers will be penalized by 10% for each day they are late (for late submissions, please attach as an email and put a copy in my box in Education 614). Papers are one day late if they are turned in after the start of class on the due date.

*Further details and scoring rubric will be provided in class.*

## Event Report (5%)

This assignment is a brief report on the event you participated in as part of McGill’s Indigenous Awareness Week this year. This report should (a) describe the event and how many hours you attended, (b) report the ways in which your experience was similar to and/or different from your initial expectations, and (c) discuss what you learned.



This report should be no longer than 1 page, double-spaced, in Times New Roman 12-point font and 1-inch margins on all sides. Any pages beyond 1 will not be read or considered in assigning your grade. Do not include a title page; simply put your full name and McGill ID number in the header. Failure to follow these instructions will result in a reduced score.

A hard copy of the paper is due at the beginning of class on Monday, October 7. Up to 5 points will be awarded, based on one's level of engagement, timely progress, and thoughtfulness.

Late reports will be penalized by 10% for each day they are late (for late submissions, please attach as an email and put a copy in my box in Education 614). Reports are one day late if they are turned in after the start of class on the due date.

### **Paper 2 (15%)**

This paper will consist of (a) how your personal biases of, awareness of, and knowledge of Indigenous Peoples have *changed* during the course, (b) how you anticipate drawing upon what you learned in the course in your career (with a focus on a specific issue or theme of special interest), and (c) what additional work (e.g., training or community engagement) you might pursue to feel better equipped to work professionally with Indigenous communities or individuals in an appropriate way. You are expected to integrate information from the materials you engaged with into this paper, along with citations.

This paper should be 2 pages (not including the bibliography), double-spaced, in Times New Roman 12-point font and 1-inch margins on all sides, and written using APA citation format (6th edition). Any pages beyond 2 (not including the bibliography) will not be read or considered in assigning your grade. Do not include a title page. Put your full name, McGill ID number, and page number in the header on each page. In addition, you should attach a copy of Paper 1, for my reference. Failure to follow these instructions will result in a reduced score.

A stapled hard copy of the paper is due at the beginning of class on Monday, December 2.

Late papers will be penalized by 10% for each day they are late (for late submissions, please attach as an email and put a copy in my box in Education 614). Papers are one day late if they are turned in after the start of class on the due date.

No papers will be accepted after Friday, December 6, at 5 pm.

*Further details and scoring rubric will be provided in class.*

### **Project Proposal (5%)**

You are to focus on a project related to the course content that is of particular interest or relevance to you. The project may be done individually or in groups of 2-3 students. You will present the conclusions of your project on the last day of class (see Project Presentation below).

The project will be on a topic of your choice, but it needs to be approved in advance by me. Projects may include reviews of the scholarly literature, reports of available resources or policies, critical engagement with Indigenous art, in-depth personal engagement on a topic related to one's

homeland or ancestry, or other possibilities. In general, projects should be guided by a clear, specific question. They should avoid focusing solely on disparities or stereotypes, or on issues that would be inappropriate to discuss in an academic context (e.g., details about traditional healing or spiritual practices, or anything involving cultural appropriation).

I will generally not approve projects that involve or require interviews or engagement with Indigenous organizations, unless perhaps you already have a close personal or professional relationship with such. The reason is to avoid adding additional burdens to these individuals and organizations. Any approved interviews must be informational only (not personal) and the person should, at the outset, be informed of and consent to their answers (and identity, if applicable) being used in your class presentation.

Here are some example project questions, listed here just to provide a sense of the types of questions you might explore:

1. What conclusions can be made about best practices concerning [a professional topic of interest] for Indigenous Peoples, based on the scholarly literature?
2. What are the most important historical events and/or processes related to Indigenous Peoples in [your location that you intend to work], and how might this history affect my engagement with Indigenous individuals and communities in that area?
3. To what extent has [a certain call to action or justice in the TRC Report or MMIWG national inquiry] been implemented, and what more needs to be done? What is my role in this?
4. What role did my ancestors (likely) play in the colonization of Indigenous Peoples (based on historical records), and what does this knowledge mean for me in terms of my personal and professional relationships with Indigenous individuals and communities?

Hard copies of proposals are due Monday, October 21, at the start of class. They should include the question you are addressing in your project, why you chose this question, how you aim to answer the question, and your anticipated presentation format (see Project Presentation below). Proposals will be evaluated on the basis of completeness and thoughtfulness (generally, approved proposals will earn the full 5 points). If I determine that a proposal is not appropriate, then you must revise and resubmit the proposal within one week of receiving this feedback from me. You can reduce the likelihood of this happening by consulting with me in advance about potential ideas.

Proposals should be no longer than 1 page, double-spaced, in Times New Roman 12-point font and 1-inch margins on all sides. Do not include a title page; simply put your full name(s) and McGill ID number(s) in the header. Only one proposal should be submitted per group (if applicable).

Late proposals will be penalized by 10% for each day they are late (for late submissions, please attach as an email and put a copy in my box in Education 614). Proposals are one day late if they are turned in after the start of class on the due date.

## **Project Presentation (20%)**

On Tuesday, December 3 (the last day of class), each student/group will present their project conclusions. The structure for these presentations will be similar to an academic or professional poster session. For the first half of the class time, half of the projects will be presented concurrently across the classroom, while non-presenting students engage with presentations as the audience. For the second half of the class time, presenters and audience members will swap roles for the other half of the presentations.

The typical format of the presentation is a poster that visually displays text and photos/graphics pertaining to your conclusions. Note, however, that I am not expecting you to produce professionally printed posters (e.g., common poster boards with printed pages of large-print text affixed would suffice). I am willing to approve non-poster presentation formats, such as art- or media-based presentations—as long as they can be engaged by a rotating audience. I encourage you to be creative while clearly engaging in the course content.

Students will be assessed not only on the design and delivery of their own presentations, but also on their participatory engagement as audience members with classmates' presentations.

Note: The last day of class is an alternate schedule (Tuesday). Except under extraordinary circumstances, it is essential for you to attend class this last day in order to receive credit for the presentation.

*Further details and scoring rubric will be provided in class.*

## **University Policies and Additional Information**

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### **Respect and Inclusiveness**

The Master of Education (MEd) Program faculty and course lecturers are committed to fostering a learning environment based upon mutual respect and inclusive access. As such, we will work together to create a community that is free of bias, discrimination, and harassment related to Indigenous Peoples, race/ethnicity, age, class, gender, sexual orientation, religion, disability, and/or other identities.

### **Disabilities Accommodations**

If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 398-6009 or online at <http://www.mcgill.ca/osd> before you do this.

### **Academic Integrity**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <https://mcgill.ca/integrity> for more information).

### **Language of Submission**

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

### **Mercury Online Evaluations**

Students are strongly encouraged to fill out the MERCURY ONLINE EVALUATION for this course at the end of term. Online course evaluations serve primarily as a tool towards teaching improvement, informing students about courses, and as one of the elements for evaluating the teaching performance of staff for reappointment, tenure and promotion purposes. For more information consult the [Teaching and Learning Services](#) website.

### **Other Information**

- I am committed to the education of each student in this course. If you find yourself having difficulty, please contact me immediately. Do not wait until assignments are due, or until the end of the semester. I encourage you to make an appointment or contact me via email.
- In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.
- Additional policies governing academic issues which affect students can be found in the Handbook on Student Rights and Responsibilities, Academic Integrity and Code of Conduct (online at <https://www.mcgill.ca/deanofstudents/students/student-rights-responsibilities>).