

JOUR 261: Reconciliation Journalism

Fall 2019	Course Instructor: --
Class meeting: Wednesday, 13:15 - 16:00	Contact: --

Concordia University is located on unceded Indigenous lands, on the Island of Tiohtiá:ke, or Montreal. No agreements or treaties transfer title of these lands and waterways from an Indigenous Nation to a Settler body; Concordia occupies this territory without permission.

The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community. We also recognize the role of the Kanien'kehá:ka in protecting and caring for the lands and waters that we share and enjoy today. Their stewardship is a model for how we must collectively respect our natural environment and community as a whole.

-Adapted from the original text written by the Indigenous Directions Leadership Group, Concordia University, Feb. 16, 2017

<https://www.concordia.ca/about/indigenous/territorial-acknowledgement.html>

*Reconciliation is not an Aboriginal problem; it is a Canadian one.
Virtually all aspects of Canadian society may need to be reconsidered.*

– Truth and Reconciliation Commission report (vi)

Calendar Description

Prerequisite: Enrolment in the Journalism program. This course uncovers the media frames and discourses used in mainstream media reporting on Canada's First Nations, Inuit, and Métis Peoples and communities. The course situates these news discourses within the broader philosophical and sociological currents informing an understanding of journalism as an institution.

Course Description

In 2015, the Truth and Reconciliation Commission (TRC) released [94 Calls to Action](#), a list of actions the Commission says are necessary to redress the legacy of residential schools and advance the process of Canadian reconciliation. This course is a response to Call to Action number 86 which calls on media and journalism schools to include mandatory education on the history of Indigenous Peoples, including the history and legacy of residential schools, Indigenous-Crown relations and Indigenous law, including international human rights laws.

This course involves lectures, guest speakers, challenging readings, podcasts, videos, writing, group work, and a lot of discussion. We will examine concepts, challenge assumptions, explore media projects, and question ways of knowing. Over thirteen weeks we will discuss Indigenous perspectives on the history of European-Canadian and First Nations, Métis, and Inuit relations, as well as the impact and consequences of journalistic practices on these relationships. We will explore decolonization in order to reflect on the ethics of working with Indigenous Peoples and communities to cover stories for Canadian news media.

We will examine complex processes such as the way media tropes and stereotypes circulate in news reporting, how racism impacts communities, and how news coverage (e.g. print, radio, TV, online platforms, etc.) acts as a national curriculum. At the end of the course, you will be able to position yourself in relation to the Canadian nation's ongoing role in colonization and understand your work as a journalist within that context. The course will also help you develop the journalistic skills required to report on intercultural issues in the interest of maintaining Indigenous cultural safety. Ultimately, you will be equipped with the tools, critical thinking skills, and perspective required to make tough decisions in the newsroom, in the field, and while writing news stories.

Learning Objectives

1. Students develop the journalistic skills required to report on intercultural issues in the interest of maintaining Indigenous cultural safety.
2. Students will be able to position their work as journalists from an understanding of Canada's ongoing colonialist history.
3. Students develop a framework for understanding how the discourse of reconciliation operates in Canadian news media.

Academic Matters

Everyone in this class will approach the subject matter from a unique position. The relationship between colonialism and media narratives will be a new topic for some students; for others, the reality of this relationship is a daily occurrence.

Some of the material or ideas shared in this class may not correspond to your way of thinking or your vision of the world, but, it is a requirement that you maintain an open and respectful perspective at all times. The spirit of the class should be one of engaged dialogue characterized by active listening and critical reflection. In approaching the study material, we will prioritize an understanding of how course concepts and topics impact the daily experiences of First Nations, Inuit, and Metis people and communities.

In the event of extraordinary circumstances beyond the University's and/or course instructor's control, the content and/or evaluation scheme in this course is subject to change.

Late Policy

You should submit assignments on time to ensure fair and timely feedback. Assignments will be accepted late without penalty, but feedback will not be returned until the following assignment deadline.

Required Readings

The course is oriented around Mark Andersen and Carmen Robertson's 2011 book *Seeing Red: A History of Natives in Canadian Newspapers*. Copies are available from the Concordia bookstore. Most articles and other media texts will be found in Concordia

University Library's Course Reserves, otherwise, are hyperlinked on this course outline. Please bring a printed copy of the readings to class.

Grading

Concerns about grades should be addressed either during office hours. If you wish to improve your assigned grade, you can rewrite and resubmit assignments. Assignments can be resubmitted any number of times but submissions will only be accepted until the last week of the term.

Bonus Assignments

There will be no bonus assignments.

Other Matters

Shared Collaborative Spotify Playlists

- *JOUR 261* - Collaborative playlist designed for this course
<https://open.spotify.com/user/bradpep/playlist/7jLXyTTQX0eHEYOVpjeilE?si=kNWHt-5LSC6DCJnB9-fYgQ>

Relevant Media Sources

- CBC Radio -- *Unreserved*: <https://www.cbc.ca/radio/unreserved>
- National Observer -- *First Nations Forward*:
<https://www.nationalobserver.com/special-reports/first-nations-forward>
- Podcast -- *Media Indigena: Interactive Indigenous Insight*:
<https://www.mediaindigena.com/>
- Aboriginal Law Report -- weekly round-up of news articles:
<https://www.firstpeopleslaw.com/>

Assignments

1. Participation and Attendance (10%)

Come to class prepared to discuss the weekly topic. This means that before class you have already read, listened to, and/or viewed all the assigned media texts so that during class discussion you can critically engage with the material. In order to receive full grades you must help facilitate class discussion and simply stating your opinion will result in a low grade. Arrive to class with an open perspective and expect to engage fully with challenging material and concepts.

2. Weekly Moodle Responses (4 x 5% = 20% + 5% for peer reviewing)

Weeks 1 - 4 (September 9 - October 2) and Weeks 9 - 11 (November 4 - 27)

This assignment will develop the relationship between course material and your journalistic writing skills. It also includes a significant degree of critical reflection as you'll be grading each other's assignments.

Throughout the term you will write four single-paragraph (~250 words) observations or interventions to a week's assigned texts. You will post your response online through our shared Moodle page. In your response, you should examine your own ideas and worldviews as they relate to concepts and notions addressed in that week's learning objective. While you must support your response with examples from the readings, this writing exercise is more loose so you should be exploratory and uncertain in your statements. Responses will be thoughtful, critical inquiries into the assigned material. The goal is not to merely summarize, but instead responses will demonstrate your understanding, confusion, or questions about the assigned texts.

All students will write a Moodle response during Week 1 for which I will provide feedback and guidance for future responses. Posts are due on the Moodle site Tuesday night before class at 11:45pm. For the remaining three responses, your grade will be determined by peer evaluation. Moodle will randomly assign you to grade another student's response in the three weeks when you are not writing your own observation. You will be responsible for assessing the student's efforts and providing feedback. You will provide a grade out of five and you must justify your decision by detailing at least three specific aspects of the response that the student did right or where improvements could be made. All grades will be reviewed and finalized by the course instructor. Your

classmates will post their responses on Tuesday night and your peer-review comments and grades are due by the following Friday at 11:45pm.

3. Magazine Review of Indigenous Cultural Activity (20%)

Due: October 9

You will attend a performance/event or you will visit a place and write a reflexive text in the format of a magazine review. You can attend a theatre or dance production, concert, film screening, vernissage, museum exhibition, etc. or visit a place that is relevant to the experiences of Indigenous Peoples in Montreal, either historically or in the present. You will then write a two-page, double-spaced paper that communicates the experience from your perspective.

While this paper is about your experience, the idea is to persuade the reader of the merits of attending the event or visiting the site. Explain the reasons by situating the event in the context of the readings we've done up to this point in the course.

You may wish to pitch your story idea to a publication. In this case, we will work one-on-one to meet the submission requirements for that specific publication.

4. Seeing Red Jigsaw Activities and Summaries (3 x 5% = 15%)

Weeks 6, 7, and 8 (October 16, 23, & 30)

For this assignment, you will collaborate with your classmates during class time to produce a one-page summary of a chapter from the 2011 book *Seeing Red: A History of Natives in Canadian Newspapers* by Mark Anderson and Carmen Robertson. While you are expected to read all the assigned chapters of this book, the Jigsaw exercise is designed to cover the material in this book in a detailed and critical way.

Before class you will be assigned to Group A, Group B, or Group C. On the day of the Jigsaw activity, you will meet with the other members of your Group to discuss your assigned chapter. For example, on Week 6: Group A is assigned Chapter 1, Group B is assigned Chapter 2, and Group C is assigned Chapter 3. In your small group you will collaborate to write a one-page summary including three key takeaways from your chapter. In the final 20 minutes of the class, your Group will separate and you will meet with members from other Groups to present your one-page summary. Finally, before the end of the class, your Group will post your chapter summary to our shared Google Doc.

After three weeks, we will share a comprehensive, succinct, and critical summary of most of the book.

The summaries will be graded on their precision, the quality of the critical summary, and connection to previous course concepts.

5. Final Media Project (30%)

Due: December 4

Responding to the feedback from your Magazine Review of Indigenous Cultural Activity, you will produce a publishable story on an Indigenous topic. Your story can take the format of a feature length magazine article, a television news segment, an interactive online text, etc. The final assignment is due on the last class and you will be expected to submit your story idea by October 30 by email. You will give a short 5 minute presentation on your story in class on December 4.

Learning Objective	Assessment
Students will...	
...develop the journalistic skills required to report on intercultural issues in the interest of maintaining Indigenous cultural safety.	<ul style="list-style-type: none"> ● Weekly Moodle Responses ● Review of Indigenous Cultural Activity ● Final Media Project
...position their work as journalists from an understanding of Canada's ongoing colonialist history.	<ul style="list-style-type: none"> ● Weekly Moodle Responses ● Jigsaw Activities
...develop a framework for understanding how the discourse of 'reconciliation' operates in Canadian news media	<ul style="list-style-type: none"> ● Weekly Moodle Responses ● Jigsaw Activities

CLASS SCHEDULE AND READINGS

Part 1	Context
Week 1.	Introduction, Course Overview, & History of TRC
Week 2.	Colonialism and Decolonization: <i>The Concordia Context</i>
Week 3.	Colonialism and Decolonization: <i>Land, Maps, and Treaties</i>
Week 4.	The Legacy of Residential Schools
Part 2	News Discourse
Week 5.	Media Narratives
Week 6.	Newspapers as National Curriculum
Week 7.	Stereotypes and Representation
Week 8.	Contemporary News Discourse
Part 3	Reconciliation Journalism
Week 9.	Communication Rights
Week 10.	Methods, Research, and Cross-Cultural Mediawork
Week 11.	Culturally Safe Journalism in Tiohtiá:ke/Montreal
Week 12.	Indigenous Futures
Week 13.	Conclusion: Short presentations of final media projects

Part 1: Context: September 9 - 13

WEEK 1	Introduction, Course Overview, & History of TRC
<p><i>Learning Objective:</i> Students will identify course expectations, requirements, and policies. Students will be able to recall the context of the TRC Call to Action no. 86.</p>	
<p><i>Required Readings:</i></p> <ol style="list-style-type: none"> 1. Truth and Reconciliation Canada (2015). "Introduction" <i>Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada</i>. Winnipeg: Truth and Reconciliation Commission of Canada. pp. 1-22. http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf 2. Truth and Reconciliation Canada (2015). "We Are All Treaty People: Canadian society and reconciliation" <i>Canada's Residential Schools: The Final Report of the Truth and Reconciliation Commission of Canada Volume 6</i>. Winnipeg: Truth and Reconciliation Commission of Canada. pp. 193-198. http://nctr.ca/assets/reports/Final%20Reports/Volume_6_Reconciliation_English_Web.pdf <p><i>Recommended Readings:</i></p> <ol style="list-style-type: none"> 3. Merasty, J. A. (2015). <i>The education of Augie Merasty: a residential school memoir</i>. Regina: University of Regina Press. https://clues.concordia.ca/record=b3297449 4. Montreal Urban Aboriginal Community Strategy Network (2019). <i>Indigenous Ally Toolkit</i>. Download here 	
<p><i>In-class activities:</i></p> <ul style="list-style-type: none"> ● Introductions ● Lecture on the history of the Truth and Reconciliation Commission ● Class discussion 	

Part 1: Context: September 16 - 20

WEEK 2	Colonialism and Decolonization: The Concordia Context
<p><i>Learning Objective:</i> Students analyze and restate (in their own words) the colonial history of Canada from an Indigenous perspective.</p>	
<p><i>Required Readings & Podcast:</i></p> <ol style="list-style-type: none"> <li data-bbox="251 716 1419 867">1. Gilpin, Emilee (2018). "Indigenous journalists speak up." <i>First Nations Forward</i>, <i>nationalobserver.com</i>, December 11, 2018 https://www.nationalobserver.com/2018/12/11/indigenous-journalists-talk-about-past-present-and-future-journalism <li data-bbox="251 894 1419 1045">2. "A 12 Step Program for Canada" (2018). <i>Red Man Laughing</i>, created by Ryan McMahon, season 6 episode 11, September 28, 2018 https://www.rmcomedy.com/blog/a-12-step-program-on-decolonization-for-canada (7 minutes) <li data-bbox="251 1073 1419 1184">3. Obomsawin, Alanis (1993). <i>Kanehsatake: 270 Years of Resistance</i>. National Film Board of Canada. https://www.nfb.ca/film/kanehsatake_270_years_of_resistance/ <p><i>Suggested Reading and Viewing:</i></p> <ol style="list-style-type: none"> <li data-bbox="251 1278 1419 1390">1. Idle No More (2018). "Rights and Recognition Webinar." <i>idlenomore.ca</i>, October 13, 2018. http://www.idlenomore.ca/rights_and_recognition_webinar (1 hour 30 minutes) 	
<p><i>In-class activities:</i></p> <ul style="list-style-type: none"> <li data-bbox="251 1518 1365 1591">• Blanket Exercise with special invited guest TBD (ideally with elder-in-training Vicky Boldo.) 	

Part 1: Context: September 23 - 27

WEEK 3	Colonialism and Decolonization: Land, Maps, and Treaties
<p><i>Learning Objective:</i> (continued) Students analyze and restate (in their own words) the colonial history of Canada from an Indigenous perspective.</p>	
<p><i>Required Readings:</i></p> <p>Review maps representing the diversity of Indigenous nations across Turtle Island:</p> <ol style="list-style-type: none"> 1. Aaron Capella's mapping Indigenous Nations before colonial time: https://ammsa.com/publications/windspeaker/map-maker-provides-pre-contact-look-canada#sthash.NTSkodzV.dpuf 2. Interactive map using Google Maps API: https://native-land.ca/ 3. Simpson, Audra (2014). "Interruptus." In <i>Mohawk Interruptus: Political Life Across the Borders of Settler States</i>. London: Duke University Press, pp. 177-194. 4. Deyohaha:ge and Six Nations Polytechnic (2016). "Treaty Relations and Two Row Companion," <i>Conversations in Cultural Fluency</i>, January 29, 2016. https://youtu.be/OwTljDzodi4 (36 minutes) 	
<p><i>In-class activities:</i></p> <ul style="list-style-type: none"> • Powerpoint presentation and class discussion • Screening of "We were so far away... <i>The Inuit Experience of Residential Schools</i>" https://vimeo.com/38127177 (25 mins) 	

Part 1: Context: September 30 - October 4

WEEK 4	The Legacy of Residential Schools
<i>Learning Objective:</i> Students identify the goals of the residential schools, analyze the system's legacy and impacts, and discuss Canada's ongoing response.	
<i>Required Readings and Interactive Online Film:</i> <ul style="list-style-type: none">• Read the Overview and pursue a few examples from the list of resources: http://indigenousfoundations.arts.ubc.ca/the_residential_school_system/• Explore exposition and timeline: http://wherearethechildren.ca/en/• Watch introduction and animated segments: https://secretpath.ca/	
<i>In-class activities:</i> <ul style="list-style-type: none">• Screening of CBC panel discussion: "Road to Reconciliation" https://www.youtube.com/watch?time_continue=3607&v=yGd764YU9yc (1 hour 8 minutes)	

Part 2: News Discourse: October 7 - 11**Review of Indigenous Cultural Activity due October 9**

WEEK 5	Media Narratives
<p><i>Learning Objective:</i> Students define and build a framework for critiquing how the term 'reconciliation' operates in news headlines.</p>	
<p><i>Required Readings:</i></p> <ol style="list-style-type: none"> 1. Anderson, Mark and Carmen Robertson (2011). "Introduction." <i>Seeing Red: A History of Natives in Canadian Newspapers</i>. Winnipeg: University of Manitoba Press, pp. 3–18. 2. Harding, Robert (2006). "Historical Representations of Aboriginal People in the News." <i>Discourse & Society</i>. Vol. 17(2), pp. 205–235. 	
<p><i>In-class activities:</i></p> <ul style="list-style-type: none"> • In small groups, students identify examples of recent news articles that use the term 'reconciliation' in the headline. Class discussion about how those examples fit into or defy media frames defined in Harding's article and Anderson/Robertson's introductory chapter. • Discuss the requirements for the upcoming Jigsaw Activities. 	

Part 2: News Discourse: October 14 - 18**WEEK 6****Newspapers as National Curriculum,
Treaties + the Nation State**

Learning Objective: Students analyze journalism's contributions to colonization and discuss how media justifies land-grabs.

Required Reading:

1. Anderson, Mark and Carmen Robertson (2011). "Chapter One – This Land Is Mine" and "Chapter Two – Fifty-Six Words" and "Chapter Three – Our Little War" in *Seeing Red: A History of Natives in Canadian Newspapers*. Winnipeg: University of Manitoba Press, pp. 19-39, pp. 40-57, pp. 58-83 .
 - a. Group A = Chapter 1
 - b. Group B = Chapter 2
 - c. Group C = Chapter 3
2. Callison, Candice and Mary-Lynn Young (2018). "Stanley trial highlights colonialism of Canadian media." *Culture + Society, theconversation.com*, February 15, 2018.
<https://theconversation.com/stanley-trial-highlights-colonialism-of-canadian-media-91375>

Suggested Readings:

3. Charland, Maurice (2007). "Newsworld, Riel, and the Métis: Recognition and the Limits to Reconciliation." *Canadian Journal of Communication*, Vol 32, pp. 9-27.
4. Audette-Longo, Patricia H (2018). "'Fighting the Same Old Battle': Obscured Oil Sands Entanglements in Press Coverage of Indigenous Resistance in the Winter of 1983." *Canadian Journal of Communication*, Vol 43, pp. 127-145.

In-class activities:

- Jigsaw exercise.

Part 2: News Discourse: October 21 - 25**WEEK 7****Stereotypes and Representation**

Learning Objective: Students articulate the power of stereotypes and tropes in media representations of Indigenous Peoples and communities.

Required Readings:

1. Anderson, Mark and Carmen Robertson (2011). "Chapter Five – Poet, Princess, Possession" and "Chapter Six – Disrobing Grey Owl" and "Chapter Eight – Cardboard Characters." *Seeing Red: A History of Natives in Canadian Newspapers*. Winnipeg: University of Manitoba Press, pp. 99-115, pp. 116-136, pp. 155-172 .
 - a. Group A = Chapter 5
 - b. Group B = Chapter 6
 - c. Group C = Chapter 8

Suggested Readings:

2. LaRocque, Emma (2010). "Representation and Resistance," and "Decolonizing Postcolonials." *When the Other is Me: Native Resistance Discourse, 1850 – 1990*. Winnipeg: University of Manitoba Press, pp. 3–16 and pp. 161–170.

In-class activities:

- Jigsaw exercise.

Part 2: News Discourse: October 28 - November 1

WEEK 8	Contemporary News Discourse
<p><i>Learning Objective:</i> Students critically discuss the ongoing role of journalism in shaping the relationship between First Peoples and Settler society.</p>	
<p><i>Required Readings and Podcast:</i></p> <ol style="list-style-type: none"> 1. Anderson, Mark and Carmen Robertson (2011). “Chapter Eleven – Letters From the Edges” and “Chapter Twelve – Back to the Future” and “Conclusion” in <i>Seeing Red: A History of Natives in Canadian Newspapers</i>. Winnipeg: University of Manitoba Press, pp. 99-115, pp. 116-136, pp. 155-172 . <ol style="list-style-type: none"> a. Group A = Chapter 11 b. Group B = Chapter 12 c. Group C = Conclusion 2. “Some Second Thoughts on 'First Contact.'” <i>Media Indigena</i>, created by Rick Harp, performance by host/producer Rick Harp with Brock Pitawanakwat and Candis Callison, episode 133, September 20, 2018. http://mediaindigena.libsyn.com/ep-133-some-second-thoughts-on-first-contact 	
<p><i>In-class activities:</i></p> <ul style="list-style-type: none"> ● Jigsaw exercise. ● Class discussion of APTN’s Reality TV show ‘First Contact.’ 	

Part 3: Reconciliation Journalism: November 4 - 8

WEEK 9	Communications Rights
<p><i>Learning Objective:</i> Students identify the role of national and international legal frameworks in enshrining Indigenous Communications Rights.</p>	
<p><i>Required Readings:</i></p> <ol style="list-style-type: none"> 1. United Nations. <i>Declaration on the Rights of Indigenous Peoples</i>. https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf 2. McMahon, Rob and Tim LaHache, Tim Whiteduck (2015). "Digital Data Management as Indigenous Resurgence in Kahnawà:ke," <i>The International Indigenous Policy Journal</i>, 6(3): http://ir.lib.uwo.ca/iipj/vol6/iss3/6 <p><i>Suggested Readings:</i></p> <ol style="list-style-type: none"> 3. McMahon, Rob (2014). "From Digital Divides to the First Mile: Indigenous Peoples and the Network Society in Canada," <i>International Journal of Communication</i>, USC Annenberg & University of Southern California. Vol. 8, 2002 – 2026. URL: http://ijoc.org/index.php/ijoc/article/view/2456/1187 4. Alia, Valerie (2010). "Scattered Voices, Global Vision." <i>The New Media Nation: Indigenous Peoples and Global Communication</i>. New York: Berghahn Books, pp. 9–30. 5. Lithgow, Michael (2006). "Cultural Transformations from Canada's (Inter)Colonial North: Review of 'Something New in the Air: The Story of First Peoples Television Broadcasting in Canada' (2005)." <i>Continuum: Journal of Media & Cultural Studies</i>, Vol. 20, No. 4, pp. 559–564. 	
<p><i>In-class activities:</i></p> <ul style="list-style-type: none"> • View Parliament/Senate debate on Bill C-262. • Class discussion on how to report on Parliamentary/Senate proceedings. 	

Part 3: Reconciliation Journalism: November 11 - 15

WEEK 10	Methods, Research, and Cross-Cultural Mediawork
<p><i>Learning Objective:</i> Students are able to define the concept of cultural safety and identify the resources available to journalists working in cross-cultural contexts.</p>	
<p><i>Required Readings:</i></p> <ol style="list-style-type: none"> 1. Ward, Cheryl and Chelsey Branch, Alycia Fridkin (2016). "What is Indigenous Cultural Safety and Why Should I Care About It?" <i>Visions</i> 11 (4), pp. 29 - 32. http://www.heretohelp.bc.ca/visions/indigenous-people-vol11/what-is-indigenous-cultural-safety-and-why-should-i-care-about-it 2. McCue, Duncan. "The Guide: At the Desk" <i>Reporting in Indigenous Communities</i>. http://riic.ca/the-guide/at-the-desk/ 3. [Review] Younging, Gregory (2018). <i>Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples</i>. Brush Education: Edmonton. <p><i>Suggested Readings and Resources:</i></p> <ol style="list-style-type: none"> 4. McCue, Duncan (2018). "Seeking Debwewin: Literary Journalism through an Indigenous Lens." <i>Literary Journalism Studies</i>. Vol. 10 Issue 1, pp. 20-25. 5. Journalists for Human Rights (2017). <i>Style Guide for Reporting on Indigenous People</i>. http://www.jhr.ca/en/wp-content/uploads/2017/12/JHR2017-Style-Book-Indigenous-People.pdf 	
<p><i>In-class activities:</i></p> <ul style="list-style-type: none"> ● Invited guest speaker, TBD : an Indigenous journalist. 	

Part 3: Reconciliation Journalism: November 18 - 22**WEEK 11****Culturally Safe Journalism in Tiohtiá:ke/Montreal**

Learning Objective: Students locate their journalistic skills in the context of Tiohtiá:ke/Montreal in order to practice telling stories about Indigenous Peoples, communities, and issues.

Required Reading:

1. a) McCue, Duncan. "The Guide: In the Field," *Reporting in Indigenous Communities*. <http://riic.ca/the-guide/in-the-field/>
 b) McCue, Duncan. "The Guide: On the Air," *Reporting in Indigenous Communities*. <http://riic.ca/the-guide/on-the-air/>
2. Amador, Marisela (2019). "Whitebean discusses Indian day school research." *easterndoor.com* May 27, 2019
<https://www.easterndoor.com/2019/05/27/whitebean-discusses-indian-day-school-research/>

Suggested Media relevant to Tiohtiá:ke/Montreal:

- Kanentakeron Mitchell, Michael (1969). *You Are on Indian Land*. National Film Board of Canada. https://www.nfb.ca/film/you_are_on_indian_land/
- Resonating Reconciliation (2017). *Forgotten Voices and Healing Through Art*. <http://ncra.ca/resonating/documentaries>
- Ryerson Review of Journalism (2017). "The Eastern Door's Steve Bonspiel" <https://rrj.ca/doing-good-the-eastern-doors-steve-bonspiel/>

In-class activities:

- Class discussion of newsroom deadlines, relationship building, and Duncan McCue's article, "Indian Time," <http://riic.ca/the-guide/in-the-field/indian-time/>

Part 3: Reconciliation Journalism: November 25 - 29

WEEK 12	Indigenous Futures
<p><i>Learning Objective:</i> Students extrapolate on the ways Indigenous Peoples and communities are working against their exclusion from mainstream media stories about 'the future.'</p>	
<p><i>Required Reading:</i></p> <ol style="list-style-type: none"> <li data-bbox="250 743 1419 894">1. Lewis, Jason Edward (2016). "Preparations for a Haunting: Notes toward an Indigenous Future Imaginary." <i>The Participatory Condition in the Digital Age</i>, edited by Jonathan Sterne, Gabriella Coleman, Christine Ross, Darin Barney, and Tamar Tembeck, Minneapolis: University of Minnesota Press, pp 226-249. <li data-bbox="250 926 1419 1108">2. Roth, Lorna (2017). "Researching Indigenous Media Practices and Policymaking in Canada - Challenges and Futures." <i>The Future of First Nations, Inuit and Métis Broadcasting National Conference</i>. June 16, 2017. https://ia600805.us.archive.org/33/items/FutureFNIMBroadcasting/16June2017PT4_Lorna_Roth.mov (56 minutes) 	
<p><i>In-class activities:</i></p> <ul style="list-style-type: none"> <li data-bbox="250 1234 1333 1310">• Lecture, class discussion, and digital demonstration of AbTeC (Aboriginal Territories in Cyberspace) http://abtec.org/iif/ 	

December 2 - 6

Final Media Project due December 4

WEEK 13	Conclusion: Short presentations of final media projects
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University Rights and Responsibilities

(directly copied from boilerplate text authored by Concordia University's Department of Communication Studies)

Academic Integrity

"The Academic Code of Conduct sets out for students, instructors and administrators both the process and the expectations involved when a charge of academic misconduct occurs. The regulations are presented within the context of an academic community which seeks to support student learning at Concordia University." (From Article 1 of the Academic Code of Conduct). Full text:

<http://www.concordia.ca/students/academic-integrity/offences.html>

Plagiarism

The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as "the presentation of the work of another person as one's own or without proper acknowledgement." This includes material copied word for word from books, journals, Internet sites, professor's course notes, etc. It refers to material that is paraphrased but closely resembles the original source. It also includes for example the work of a fellow student, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased from any source. Plagiarism does not refer to words alone –it can refer to copying images, graphs, tables and ideas. "Presentation" is not limited to written work. It includes oral presentations, computer assignment and artistic works. Finally, if you translate the work of another person into any other language and do not cite the source, this is also plagiarism.

In Simple Words: Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it! Source: Academic Integrity Website:

<http://concordia.ca/students/academic-integrity>

Disabilities

The University's commitment to providing equal educational opportunities to all students includes students with disabilities. To demonstrate full respect for the academic capacities and potential of students with disabilities, the University seeks to

remove attitudinal and physical barriers that may hinder or prevent qualified students with disabilities from participating fully in University life. Please see the instructor during the first class if you feel you require assistance.

For more information please visit <http://concordia.ca/offices/acsd>

Safe Space Classroom

Concordia classrooms are considered 'safe space classrooms.' In order to create a climate for open and honest dialogue and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect. Name-calling, accusations, verbal attacks, sarcasm, and other negative exchanges are counter-productive to successful teaching and learning. The purpose of class discussions is to generate greater understanding about different topics. The expression of the broadest range of ideas, including dissenting views, helps to accomplish this goal. However, in expressing viewpoints, students should try to raise questions and comments in ways that will promote learning, rather than defensiveness and feelings of conflict in other students. Thus, questions and comments should be asked or stated in such a way that will promote greater insight into the awareness of topics as opposed to anger and conflict. The purpose of dialogue and discussion is not to reach a consensus, nor to convince each other of different viewpoints. Rather, the purpose of dialogue in the classroom is to reach higher levels of learning by examining different viewpoints and opinions with respect and civility.

Department Policies

Participation

This grade is based on overall punctuality and attendance in the classes. Student preparedness, initiative and level of class engagement is evaluated (this means participating in discussions and demonstration of familiarity with required readings). Participation also includes completing all required readings and all assignments on time. Students are expected to be collegial, respectful and tolerant of peers, teaching assistants, technical instructors and professors. The best classroom experience will occur with courteous and engaged participation and interaction with each other, the work, the discussions and debates.

Attendance

Regular attendance is a requirement. Students are expected to actively participate in all classes, workshops, critiques, discussions and labs associated with courses, and to complete all required coursework according to deadlines and guidelines as assigned. Failure to comply can result in loss of marks.

Electronic Devices

No electronic devices may be used once the class starts. All mobile phones, tablets, laptops etc. must be turned off and put away. The only exceptions are if the Access Centre for Students with Disabilities has authorized such use or the instructor specifically grants permission for use.

Grading

Please note the individual instructors may elect to use numerical grades, letter grades or both for individual assignments, while all final marks for the course are given as letter grades at the university level. Course grades are not considered final until approved by the Department Chair.

Numerical Grade	Letter Grade	Official Grade Point
94 - 100	A+	4.33
90 - 93	A	4.0
86 - 89	A-	3.67
82 - 85	B+	3.3
78 - 81	B	3.0
74 - 77	B-	2.67
70 - 73	C+	2.33
66 - 69	C	2.0
62 - 65	C-	1.67
58 - 61	D+	1.33
54 - 57	D	1.0

50 - 53	D-	0.67
0 - 49	F	0.0

A = Superior work in both content and presentation. This is a student who appears, even at an early stage, to be a potential honours student. The work answers all components of a question. It demonstrates clear and persuasive argument, a well-structured text. Few, if any presentation errors appear.

B = Better than average in both content and presentation. This student has the potential for honours, though it is less evident than for the A student. Student's work is clear and well structured. Minor components of an answer might be missing, and there may be fewer illustrations for the argument. Some minor but noticeable errors in presentation may have interfered with the general quality of the work.

C = Student demonstrates a satisfactory understanding of the material. Ideas are presented in a style that is at least somewhat coherent and orderly. Occasional examples are provided to support arguments. Presentation errors that affect the quality of the work are more apparent than in B work. Some components of a question may have been omitted in the response

D = Student has only a basic grasp of the material. Sense of organization and development is often not demonstrated in the response. Few, if any, examples are provided to illustrate argument. Major components of a question might have been neglected; and major presentation errors hamper the work.

F = Shows an inadequate grasp of the material. Work has major errors of style; and provides no supporting illustration for argument. Ideas are not clear to the reader. Work lacks a sense of structure.

Additional criteria, parameters, and guidelines will be handed out in class or available online through Moodle when each assignment is introduced and discussed.