

Decolonization, Reciprocity and Healing

Faculty of Information & Media Studies

Western University

Course: FIMS 9611 Special Topic: Decolonization, Reciprocity and Healing

Website: TBA

Lecturer: Angela Sterritt

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Time: IN CLASS (FNB 4130) SESSIONS – Fridays, 9:00 – 12:00: Feb. 18, March 25 and April 8.

Remaining DISTANCE SESSIONS – Also held Fridays - Synchronous meetings, 10:00 – 11:00 a.m. and optional asynchronous meetings, 12:00 – 1:00 pm.

Office hours: By appointment via Zoom/Google Meet/FaceTime appt

Description:

Decolonization, Reciprocity and Healing will examine news stories about Indigenous people and industry norms to understand how colonization has been normalized, and in some cases advanced through the media. This course will look at the connections between residential schools, land dispossession, and missing and murdered Indigenous women, girls. We will discuss how to develop stories that counter colonial harms and learn to sensitively cover stories about or that include trauma. We will examine the differences between what critics call “trauma porn” and holding institutions, responsible for causing trauma, to account. We will also look at the ways trauma affects reporters and how we can better care for ourselves. Students will look at ways to build meaningful relationships with Indigenous people and their communities and understand how journalistic practices and rules are changing today, to be more inclusive of Indigenous communities.

This is a participatory seminar and your inclusion will facilitate your contribution of research in a publicly-disseminated document. This is not a production course but there will be time devoted to discussing production elements, and in particular how to accurately report on Indigenous people, even within limited platforms like short television and radio news stories.

Objectives:

1. Learn to critically analyze investigative, news and narrative stories (TV, radio, online) about Indigenous people, communities, culture and land.
2. Research, write and produce reflections and stories about decolonizing journalism.
3. Participate in the creation of a publicly-available guide on trauma-informed reporting.

Evaluation

*All written work should be presented via OWL. Word file is preferred.

Participation (15%): Based on your contributions to the seminar discussion.

Reflections Journal (15%): Based on your submission of 5 reflection journal entries. Students will either pass or fail each journal assignment, for handing in a sufficient journal or not at all.

Due Dates: Jan 21, Jan 28, Feb 4, Feb 11, Mar 25

Class Research Project Contribution (40%) Together, students will contribute to a collaborative research project which will be disseminated publicly as part of my Asper Fellowship. The research will conclude in a guide to inform journalists on how to be trauma informed when reporting on Indigenous peoples. Each student’s contribution to the overall research project will be broken into 5 pieces:

1. Formulate a question (for e.g. “how can reporting on MMIWG retraumatize family members....I aim to look at...”) that will shed light on the trauma and sensitivities within a specific Indigenous community or set of communities. Your question will be shaped by discussion so that it fits into the project as a whole. Min 300 words, max 500 words.

Due Date: Feb 18 @ 9:30 am

2. Identify ways to find answers (e.g. I will look at this specific research & community). Min 300 words, max 500 words.

Due Date: March 4 @ 9:30 am

3) Conduct research. Synthesize findings. Min 400 words, max 600 words.

Due Date: March 11th @ 9:30 am

4) Submission for a section in the trauma-informed manual. This submission should reflect a strong, instructive concept on how to be trauma-informed when reporting on a particular topic in one or set of Indigenous communities. This portion will be graded on the usefulness to the overall project, as well as clarity of expression. Min 600 words, max 800 words.

Due Date: Mar 18 @ 9:30 am

5) Final class review of the report that will be publicly available. Your work will be credited in a publicly-available document.

Due Date: Mar 25 @ 9:30 am

Final Reflection Paper (10%)

What did you learn? What would you like me to know about your experience?
This journal entry is an opportunity to reflect on the experience of this course as a whole. No maximum word count, but should be at least 300 words.

Due Date: Apr 8 @ 5 pm

Final Report (on theme of Decolonization, Healing OR Reciprocity) 20%

(Written report up to 1500 words (min 1000)).

The grading of this project will be broken down into:

- Strong point of view rooted in data (25%)
- Instructive concept(s) that are usable by journalists, communications professionals or industry experts in various fields (25%)
- Clarity of expression (25%)
- Documentation of collaboration and accreditation – this could mean footnotes, crediting the work of other journalists, writing names and context into text or scripts (25%)

Please submit copies via email. **Due Date: Apr 14 @ 5:30 am**

Lateness penalties: If you need extra time or accommodation to complete assignments, I can make arrangements but please let me know as early as possible. Lateness affects my ability, and that of your classmates, to work together. Assignments that are late will be penalized at 5% a day.

Texts, Readings & Support:

Required Readings for Decolonization Section

Elements of Indigenous Style

A Guide for Writing By and About Indigenous Peoples, Gregory Younging.

(Students can access [via Western Libraries Off-Campus Access](#) To Electronic Resources or purchase).

Indigenous People's Style Guide <http://jhr.ca/wp-content/uploads/2017/12/JHR2017-Style-Book-Indigenous-People.pdf>

Seeing Red: A History of Natives in Canadian Newspapers

Mark Cronlund Anderson (Author), Carmen L. Robertson. (Students can access here: [Seeing red \[electronic resource\] : a history of Natives in Canadian newspapers](#))

*Articles and Videos embedded within schedule

Tentative Schedule (this is subject to change)

WEEK	CLASS	READINGS	ASSIGNMENT
Jan 14	Housekeeping and Introductions How do you identify? What do you hope to get out of this class?	READINGS FOR NEXT WEEK (Jan 21) Seeing Red: A History of Natives in Canadian Newspapers (intro & chpt1) https://www.cbc.ca/news/canada/newfoundland-labrador/furlong-trouble-in-natuashish-comes-from-the-top-1.1912842 TRC Report: https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf Introduction and page 292-297	
Jan 21	How is colonialism embedded in everything we consume in the news?	Group Watch (Jan 21): https://www.cbc.ca/player/play/1940976195892 https://www.youtube.com/watch?v=nmd6HXKXYU READINGS FOR NEXT WEEK (Jan 28) https://thewalrus.ca/objectivity-is-a-privilege-afforded-to-white-journalists/ https://www.sprawlgcalgary.com/bipoc-representation-in-local-newsrooms https://briarpatchmagazine.com/articles/view/built-on-a-foundation-of-white-supremacy	Reflections Journal
Jan 28	How has bias in the news been challenged?	READINGS FOR NEXT WEEK (Feb 4) Elements of Indigenous Style Chapter 2 Starting at "The Indigenous Voice" section Seeing Red: A History of Natives in Canadian Newspapers. Last Chapter/Conclusion	Reflections Journal
Feb 4	Decolonizing journalism	READINGS FOR NEXT WEEK (Feb 11) https://dartcenter.org/sites/default/files/DCE_JournoTraumaHandbook.pdf Read the entire manual https://indiginews.com/okanagan/syilx-journalist-kelsie-kilawna-reporting-on-kamloops-indian-residential-school	Reflections Journal
Feb 11	Intro to trauma informed journalism How is trauma unique in Canada? What is trauma?	Class Research READINGS FOR NEXT WEEK (Feb 18) https://www.cbc.ca/radio/thecurrent/the-current-for-february-1-2017-vancouver-public-forum-1.3959929/family-often-feel-used-by-media-says-indigenous-reporter-of-mmiw-coverage-1.3960117 https://www.cbc.ca/radio/thecurrent/the-current-for-february-1-2017-vancouver-public-forum-1.3959929/february-1-2017-full-episode-transcript-1.3962242#segment1	Reflections Journal
Feb 18	Class discussion and research	READINGS FOR NEXT WEEK (March 4) https://dartcenter.org/resources/journalists-coping-trauma https://www.wholewellnesstherapy.com/post/trauma-and-the-brain	Inquiry into trauma
Feb 19-27		READING BREAK	
Mar 4	Class discussion and research about trauma	Group Watch: https://www.cbc.ca/news/canada/british-columbia/pickton-victim-suffered-indignity-by-coroner-family-says-1.1861542	Answers report

	informed manual and production		
Mar 11	Class discussion about trauma informed manual and production	Readings (if any) TBC	Synopsis
Mar 18	Review of the report that will be publicly available	READINGS FOR NEXT CLASS (March 25) https://magazine.journalismfestival.com/parachute-journalism-is-development-reporting-a-thing-of-the-past/ https://www.vice.com/en/article/xqzebk/cnn-myanmar-clarissa-ward-parachute-journalism https://www.niemanlab.org/2020/12/parachute-journalism-goes-away-for-good/	
Mar 25	Parachute journalism & reciprocity. Class discussion	READINGS FOR NEXT CLASS (April 1) https://thewholestory.solutionsjournalism.org/solutions-journalism-what-is-it-and-why-should-i-care-e5acd0ab5332 https://www.cbc.ca/radio/docproject/blog/reporting-in-indigenous-communities-5-tips-to-get-it-right-1.3480853	
April 1		Class Discussion	
April 8		Final Class	Reflections Journal
April 14			Final project due

ONE-ON-ONE CONSULTATIONS

If you find you are having difficulties in this course, Angela is available at certain times for one-on-one advice or assistance. Just email me a time (there is an hour set aside after each class as well).

DUPLICATION

Duplication of assignments between courses is an offence. If students are in any doubt about what constitutes a duplication in the circumstances, they should consult with Angela before proceeding.

STATEMENT ON ACADEMIC OFFENSES

Scholastic offences are taken seriously. Students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

STUDENT ACCESSIBILITY SERVICES (SAS)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are encouraged to register with Student Accessibility Services, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both SAS and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

For more information, see <http://www.sdc.uwo.ca/ssd/>

ATTENDANCE REQUIREMENTS

Students are expected to attend every class of each course in which they are enrolled. Classes depend upon the participation of members and absence from a class may deprive the individual or the group of a significant exchange of information. As there are no formal written examinations, participation in classes is an essential part of the learning experience and provides part of the basis for academic assessment of a student's knowledge.

There may be penalties for any absence at the discretion of the instructor. In general, a student should not be absent without prior permission of the professor, and if more than one course is involved, without prior permission of the Associate Dean. If you are unable to attend a class due to emergency, please contact your instructor and/or FIMS Graduate Student Services at 519-661-2111 ext. 88494 or email bborman@uwo.ca. You must also discuss the matter with the professor as soon as possible.

- ☐ Anticipated absences from class must be approved in advance by the instructor.
- ☐ Emergency absence procedures are described above.