

BUILDING A FOUNDATION



UNIVERSITY OF ALBERTA
FACULTY OF LAW

INDIGENOUS INITIATIVES

DEAN'S MESSAGE



Welcome to the University of Alberta Faculty of Law — a community of faculty, students and alumni continuing a more than 100-year tradition of learning the law and engaging in public service locally, nationally and internationally.

This brochure is intended to provide an overview of Indigenous initiatives at UAlberta Law, including information for current and prospective Indigenous students. It is also intended to help communicate aspects of our response to the 94 calls to action outlined in the “Final Report of the Truth and Reconciliation Commission of Canada” (TRC), which included two of particular relevance to the Canadian legal profession and Canadian law schools. Our efforts are framed within the University of Alberta’s strategic plan, “For The Public Good,” which prioritizes the development, “in consultation and collaboration with internal and external community stakeholders, [of] a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.”

As part of our response to the TRC, UAlberta Law has taken a number of steps to more fully integrate Aboriginal law and Indigenous legal theory and traditions into our curriculum. Our goal is to ensure that our law graduates enter the legal profession with an understanding of the application of the law to Indigenous Peoples and with the capacity to interact thoughtfully with Indigenous communities and cultures as lawyers. Innovative course offerings, such as our Gladue Seminar and Externship and the community-based Wahkohtowin Project, as well as updates to the Foundations to Law course and hiring of new faculty have helped us build on this foundation.

We are equally committed to raising awareness of opportunities for Indigenous students at our Faculty, and to supporting our current Indigenous students as they prepare for successful legal careers in the tradition of distinguished graduates Chief Wilton Littlechild and Justice Leonard Mandamin. This past year several of our current students, both Indigenous and non-Indigenous, made headlines with the reconciliation-focused social media campaign #ReconciliActionYEG, which won a Canadian Law Blog Award for change and advocacy, and further established UAlberta Law as a leader in this area.

There is much more to be done as we continue the collaborative, ongoing process of more fully integrating Aboriginal law, Indigenous legal theory and legal issues pertaining to Canada’s Indigenous peoples into the fabric of UAlberta Law. We invite you to join us on this important journey.

PAUL D. PATON, JSD

Dean of Law and
Wilbur Fee Bowker Professor of Law



“UAlberta Law has shown great promise in its response to the calls to action in the “Final Report of the Truth and Reconciliation Commission of Canada,” and I look forward to being a part of its legacy.”

Sarah Bidniak, '20 JD

The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Metis, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulsteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

RECRUITMENT



“Indigenous initiatives at UAlberta Law have been growing, which I appreciate as an Indigenous student with interests in Indigenous and Aboriginal Law.”

Breanna Arcand-Kootenay,
'19 JD

We are committed to increasing awareness of the opportunities available for Indigenous students.

A Student Recruitment and Financial Aid Officer position was created to assist with this commitment and to expand our outreach to help qualified students access aid that might help overcome financial barriers. In recent years, UAlberta Law has distributed more than \$1M/year in scholarships and bursary support, including dedicated support for Aboriginal and Indigenous students.

UAlberta Law staff also participate in a number of activities designed to reach Indigenous high school students, and younger students, to plant the seed about university and law school in particular.

Aboriginal Student Discovery Day is an event organized by the university that brings in Indigenous high school students from across

the province to learn more about UAlberta, its programs and opportunities. Our recruiters meet with approximately 150 students during this event.

Our recruiters also make **visits to Indigenous communities**. Led by the university's First Peoples' House and the Office of the Registrar, this initiative has seen our staff visit Paul First Nation, Maskwacis, Alexander First Nation and Alexis First Nation.

Indigenous Law Career Day is for Indigenous high school students from Edmonton and area who are interested in a career in the justice system. Students are given the opportunity to attend court, meet with judges and participate in a mini-career fair.

The **TAWOW Welcoming Event** is held annually for new and continuing First Nations, Métis and Inuit students. During this event, students can learn more about becoming a lawyer at the UAlberta Law booth.

ADMISSIONS

Each year, UAlberta Law admits approximately 185 students. As a quota faculty with many more applicants than we can accommodate, eligibility does not guarantee admission.

You can apply for the JD program in one of two categories:

Regular

- Admission is based on an applicant's pre-law academic record and Law School Admission Test (LSAT) score.

Aboriginal

- Admission is based on an applicant's pre-law academic record and LSAT score, as well as a number of special considerations designed to help address the traditional under-representation of Indigenous Peoples in the legal profession.

CALENDAR

2018

November 1	Application Deadline
December 1 – March 1	First Round Offers

2019

January	Last LSAT to apply for admission for September 2019
February 1	Document Deadline
March	Dean's Welcome for Admitted Students
March 31	First Round Acceptance Deadline
April	Second Round Offers
September 3	Start Law School

Admission Requirements

- An undergraduate degree, or at least the first three years* (90 credits) of a program leading to an undergraduate degree. The degree or credits must be from the University of Alberta or an institution recognized by the University of Alberta, and it must have been completed prior to beginning law school.
- A valid LSAT score written within the five-year period prior to the September in which admission is sought. The last acceptable LSAT writing date for September admission is January of the same year. Multiple LSAT scores within the period of validity will be averaged.
- If English is not your first language, you must meet the University of Alberta's English language proficiency requirement. For more information, please visit studyincanada.ualberta.ca.
- A personal statement.
- A completed online application.

Apply Now

ualberta.ca/law/admissions

SUPPORT



“UAlberta Law takes Indigenous initiatives seriously and provides a number of resources and opportunities to allow their students to succeed.”

Cody Foggin, '20 JD



UAlberta Law supports Indigenous students as they prepare for successful legal careers through a program of academic, personal and cultural opportunities.

Indigenous Student Academic and Cultural Support Advisor

The Indigenous Student Academic and Cultural Support Advisor provides individualized support for Indigenous law students aimed at addressing potential systemic problems they may face and fostering academic excellence. The Advisor works with the Faculty's Student Life Coordinator, Recruitment Services, Career Services, and Awards facilitator and advises on TRC and Indigenous-focused initiatives at the Faculty, while strengthening connections between the Faculty and Indigenous communities, organizations and the general legal community.

First Peoples' House

First Peoples' House offers a variety of programs and services, as well as information on scholarships and funding for Indigenous students.

Students are invited to participate in events throughout the year, such as a Round Dance and regular community meals. A smudge/meditation room and traditional knowledge keepers are also available.

Indigenous Law Students' Association

Thanks to the generous support of ATCO and the ATCO Endowment in Aboriginal Law, as well as other endowments and donations, we support the Indigenous Law Students' Association (ILSA) with its program of activities.

In recent years, this funding has supported the annual Aboriginal Law Speaker Series and has provided travel funds for students to attend the annual Kawaskimhon National Aboriginal Moot and the Indigenous Bar Association annual conference.

Aboriginal Law Speaker Series

The Aboriginal Law Speaker Series is an important annual event for our law school community. The series — sponsored by the Alberta Law Foundation, ATCO Group and Student Group Services — is organized by ILSA and is open to the law school, university and broader community.

On each day of the conference, a different guest speaker presents on the theme of that year.

In 2018, the theme was Indigenous Law: Theory and Practice. Topics included Cree law, Mohawk justice systems and Anishinaabe citizenship codes.

AWARDS

Indigenous law students have access to a number of awards, bursaries and scholarships.

Faculty of Law Entrance Scholarship

Eligibility: Student with superior academic achievement entering the first year of study at UAlberta Law.

Selection: Based on academic standing and the LSAT score. "Preference given to a student who is of Aboriginal descent under the Constitution Act, 1982, Sections 35(2) or persons accepted by one of the Aboriginal peoples of Canada as a member of their community".

L E Lee Ahlstrom QC Bursary for Aboriginal Students in Law

Eligibility: Student with satisfactory academic standing "of Aboriginal descent as defined by the Constitution Act, 1982, Section 35(2) or persons accepted by one of the Aboriginal peoples of Canada as a member of their community" enrolled in any year of a Juris Doctor.

Selection: Based on demonstrated financial need.

ATCO Aboriginal Law Bursary

Eligibility: Students with satisfactory academic standing entering any year of a JD degree who are of Aboriginal descent under the Constitution Act, 1982, Sections 35(2) or persons accepted by one of the Aboriginal peoples of Canada as a member of their community.

Selection: Based on demonstrated financial need. Previous recipients are ineligible.

Peter Freeman QC Bursary for Indigenous Students in Law

Eligibility: Student with satisfactory academic standing, who is of Aboriginal descent as defined by the Constitution Act, 1982, Section 35 (2) or person accepted by one of the Aboriginal peoples of Canada as a member of their community.

Selection: Based on demonstrated financial need.

Hajduk Gibbs LLP Aboriginal Award

Eligibility: Student with satisfactory academic standing entering any year in a JD degree who is of Aboriginal descent as defined by the Constitution Act, 1982, Section 35 (2) or persons accepted by one of the Aboriginal peoples of Canada as a member of their community.

Selection: Based on volunteer service within an Aboriginal community, and academic standing. Preference given to a student of Métis ancestry.

The Odishaw Family Prize in Aboriginal / Indigenous Law

Eligibility: Student with superior academic achievement in Aboriginal Peoples and the Law (LAW 590), or seminars on specialized legal topics (LAW 599), including Indigenous Peoples: Law, Justice & Reconciliation or First Nations - Industry Negotiation.

Selection: Based on the highest academic achievement in one of these courses.

LETTER FROM THE INDIGENOUS LAW STUDENTS' ASSOCIATION

The Indigenous Law Students' Association (ILSA) is a student-run group that offers support to Indigenous law students and engages with Indigenous legal issues on behalf of all students. You do not have to identify as Indigenous to join our group. We welcome all students, including Indigenous students, allies of Indigenous students and students who are interested in Indigenous legal issues. We hold monthly general meetings to discuss current issues, as well as host bake sales and a group diner. Our annual events include the Indigenous Law Career Mixer, Indigenous Voices and our annual Speakers Series.

The Speakers Series is our keynote event held every March, drawing an audience from the Faculty of Law, the greater university campus and the local Edmonton community. On each day of the conference a different guest speaker presents on the theme of that year. These speakers include lawyers, academics and other legal professionals.

We have also been fortunate to have members attend the annual Indigenous Bar Association Conference, which is held in a different city in Canada every year. There we have the opportunity to network with other law students and legal professionals and to bring new ideas back to our law school.

ILSA strives to promote Indigenous content within the curriculum, to encourage the implementation of the Truth and Reconciliation Commission's Call to Action #28 and to bring attention to Indigenous issues that are relevant to the law. We welcome everyone to join and hope to see you at our next meeting or at one of our events!

KATELYNN CAVE, '19 JD
President, Indigenous Law Students' Association (2017-2018)



“ILSA strives to promote Indigenous content within the curriculum, to encourage the implementation of the Truth and Reconciliation Commission's call to action #28 and to bring attention to Indigenous issues that are relevant to the law.”

CURRICULUM

JD CURRICULUM

First Year

All first-year JD students take the same seven core courses. The curriculum is designed to provide a solid foundation of knowledge of the law. Upper years involve both mandatory and optional courses.

Compulsory Courses

Constitutional Law
Contracts
Criminal Law
Foundations to Law
Legal Research and Writing
Property Law
Torts

Upper Years

During the upper years, optional courses involve a wide variety of learning opportunities, including:

- Participating in a competitive moot
- Working on the *Alberta Law Review*
- Conducting directed research with Faculty members
- Participating in internships with the courts or public agencies
- Developing skills in negotiation, conflict resolution, client counselling, drafting and advocacy

Compulsory Courses

Administrative Law
Civil Procedure
Corporations Law
Evidence
Professional Responsibility
Jurisprudence or Legal History

Optional Course Categories

Aboriginal Law
The Administrative Process / Public Law
Advanced Private Law
Corporate/Commercial Law
Criminal Law
Estates
Family Law
Health Law / Law & Medicine
Human Rights
Intellectual Property
International Law
Labour & Employment
Land Law
Legal Theory
Litigation & Lawyering Skills
Moots
Natural Resources / Environmental Law
Taxation

INDIGENOUS AND ABORIGINAL LAW COURSES

Indigenous law and legal issues are incorporated into the JD curriculum. Law students can also pursue research on various Indigenous legal issues under the supervision of a full-time faculty member.

First Year Compulsory Courses

CONSTITUTIONAL LAW

Indigenous rights, law and sovereignty stand at the heart of issues concerning Canadian constitutional law. Indigenous constitutionalism represented the first constitutional law in what is now Canada, and the treaty relationships formed between the Crown and Indigenous Nations established Canada's earliest constitutional foundations. Mindful of the Truth and Reconciliation's Calls to Action, constitutional issues involving Indigenous Peoples are central to this course and the learning experience of students.

By reading cases and treaties and exploring history and diverse perspectives, students deal with issues of consultation in resource development while honouring and interpreting modern and historic treaty promises and applying Aboriginal rights and title under s. 35 of the Constitution Act, 1982 in the modern regulatory state.

FOUNDATIONS TO LAW

Foundations To Law runs during the first two weeks of law school as an introduction to the law and basic legal concepts. The course includes an examination of Indigenous legal traditions in Canada and classroom discussions around issues raised in the "Final Report of the Truth & Reconciliation Commission of Canada." Students participate in a law-focused KAIROS blanket exercise — an interactive exercise designed to walk participants through hundreds of years of Indigenous and Canadian history. The exercise highlights the effects of law,

legislation and policy on the lives of Indigenous peoples in Canada.

Assistant Professor Hadley Friedland was instrumental in including the blanket exercise in the Foundations curriculum and adapting it to include Indigenous legal traditions as well as legal issues. We also receive tremendous support from the Office of the Provost, the Faculty of Native Studies and one of our Indigenous alumna to facilitate the exercise.

PROPERTY LAW

Students learn about Aboriginal rights in lands, including the rights of Aboriginal peoples on reserves and Métis settlements. The course also examines Aboriginal concepts of ownership and sharing.

Upper Year Compulsory Courses

LEGAL HISTORY

Students play games that simulate the conferences that led up to both the British North America Act of 1867 and the patriation of the Constitution in 1982. At both events, Indigenous Peoples were excluded.

Students in the first half of the course have the opportunity to moot the St. Catherine's Milling case, a decision that set out the relationship under the BNA Act between Indigenous Peoples' land rights, the federal government and provincial governments.

The games around patriation have been designed to give non-governmental organizations a voice in the deliberations. One student group represents the National Indian Brotherhood (the precursor to the AFN). In the past, students have also represented Métis and Indigenous women's organizations. Participants in the patriation games have to address how to incorporate Aboriginal rights and treaty rights into the new constitution.

Upper Year Optional Courses

ABORIGINAL JUSTICE EXTERNSHIP ON GLADUE SENTENCING PRINCIPLES

EXPERIENTIAL
LEARNING

3-CREDIT COURSE

This innovative experiential learning opportunity for students in criminal law and Aboriginal sentencing is the first course of its kind to be offered at a Canadian law school.

The course is designed to develop competency in working with Indigenous accused and a greater understanding of legal, social, historical and contemporary contexts for Gladue principles in sentencing. Support and training for the course is provided by various stakeholders in the judicial system, including two Indigenous organizations: Yellowhead Tribal Community Corrections and Native Counselling Services of Alberta, and is offered in partnership with the Government of Alberta.

The course provides law students with a deeper understanding of the legal, social and cultural contexts informing the 1999 Gladue decision. It starts with pre-externship training, including cultural sensitivity training, the content and role of Gladue reports and systemic factors relevant to the sentencing, followed by seminars that explore in greater depth case law and the connections of intergenerational impact of colonial history, including the residential school system, to Gladue sentencing factors.

Students also conduct 25-30 hours of externship work with Gladue report writers, including:

The Aboriginal Justice Externship on Gladue Sentencing Principles is designed to provide law students with a deeper understanding of the legal, social and cultural contexts informing the 1999 Gladue decision.

- Accompanying the Gladue report writer when they are interviewing the accused and their collateral contacts
- Assisting writers in identifying resources that will help address the treatment or programming needs
- Compiling community histories and profiles
- Observing sentencing and court proceedings
- Meeting with members of the judiciary, legal counsel and Indigenous court workers

In addition, students learn the difference between Gladue principles and Gladue reports, how the reports are requested and provided in Alberta, the role of the Gladue report writer in gathering information and the sentencing process itself, who the report is written for, how the information is obtained, content areas in reports and how this information is relevant to sentencing.

ABORIGINAL PEOPLES & LAW

3-CREDIT COURSE

This seminar is a survey course on Canadian Aboriginal rights law. Although Indigenous legal traditions are introduced and opportunities to research in this area are provided, the emphasis in this course is on Canadian law and policy as it affects First Nations, Inuit and Métis peoples.

The course often includes an option to engage in interdisciplinary national collaborative projects and applied research on contemporary issues developed in partnership with lawyers, government, First Nation and Métis organizations

Topics include:

- Historical and theoretical foundations of Constitutional, Aboriginal and Treaty Rights
- Intersection of Indigenous and Canadian legal traditions
- Impact of Canadian law on Aboriginal legal identity
- Issues of jurisdiction: federal, provincial, territorial and Indigenous jurisdiction
- Scope and content of Aboriginal Constitutional rights and title

- Treaties and modern land claim agreements, including North of 60
- Fiduciary law, honour of the Crown and Crown duties flowing from honour
- Intersection of natural resource development and Aboriginal rights law in Alberta
- Unique issues applicable to Métis
- Constitutional rights and Alberta's Métis settlements
- Indian Act and contemporary issues in self-government

INDIGENOUS LAWS: QUESTIONS AND METHODS FOR ENGAGEMENT

3-CREDIT COURSE

This course explores topics such as legal theory, trauma-informed legal practice and legal methodologies. Students examine the current challenges of learning Indigenous laws and practice legal methods to engage with these laws seriously and respectfully. The final part of the course, in preparation for an in-class moot applying Cree legal principles, looks at substantive work in Cree law. Students write factums representing a party in the case and develop a legal process for a hypothetical "Cree Legal Lodge" based on Cree procedural principles. Developing a fair and legitimate process for the adjudication of a case is another unique aspect of this particular moot, which reflects the rebuilding of justice processes taking place within Indigenous legal traditions today. The final component of the moot is a take-home exam where students write a judgment for the case they heard.

INDIGENOUS PEOPLES, LAW, JUSTICE AND RECONCILIATION

3-CREDIT COURSE

How do Indigenous and non-Indigenous lawyers practise law and work with Indigenous clients in the age of reconciliation? Is our current case law and legislation compatible with justice and reconciliation for Indigenous Peoples? How did we get to where we are today?

In this highly interactive seminar, students read the TRC Final Report in conversation with

legal issues that particularly impact Indigenous Peoples in Canada. Topics include land rights and jurisdiction, governance, criminal justice, child welfare and the civil action that led to the Indian Residential School settlement and the TRC. All students are encouraged to think critically about some of the challenging legal, philosophical, practical and human issues that arise in these areas.

KAWASKIMHON NATIONAL ABORIGINAL MOOT

3-CREDIT COURSE

Kawaskimhon is a word of Cree origin which can be translated as "speaking with knowledge." The Kawaskimhon National Aboriginal Moot brings together law students from across Canada to participate in activities focused on Indigenous legal traditions and negotiate legal and policy issues affecting Inuit, Métis and First Nations communities in Canada. Unlike other advocacy moots, it is a collaborative multi-party negotiation aimed at achieving consensus. Students submit a position paper on a specific problem that engages Canadian and Indigenous legal traditions as well as prepare for and participate in two days of negotiation.

LOW INCOME INDIVIDUALS AND THE LAW

8-CREDIT COURSE

This course includes a pre-clinical orientation and training program, seminars and a clinical placement working under the supervision of practising lawyers in the fall and winter terms at the Edmonton Community Legal Centre or clinics operated in Edmonton by Legal Aid Alberta.

The course connects case work, advocacy and other forms of experiential learning with substantive and theoretical knowledge of legal issues faced by low-income individuals, encourages professional responsibility and shares the information necessary for a critical understanding of the social, economic and cultural context of low-income law, policy and legal service delivery in Alberta.

Training for all students includes an introduction to challenges and barriers faced by Indigenous

EXPERIENTIAL
LEARNING

clients, including the relationship between Canadian colonial laws and policies, and the over-representation of Indigenous Peoples in the justice system. Students may also have the opportunity to work with Indigenous clients at Youth Criminal Defence and Family Law Offices of Legal Aid.

PUBLIC INTERNATIONAL LAW & INTERNATIONAL HUMAN RIGHTS LAW

3-CREDIT COURSE

The international protection of the rights of Indigenous Peoples forms part of UAlberta Law's foundational course in Public International Law and courses in International Human Rights Law taken by upper-year law students. Topics include:

- a discussion of the right of self-determination of peoples
- an introduction to the United Nations Declaration on the Rights of Indigenous Peoples
- a discussion of the state acquisition of territory International

Human Rights Law courses may include topics such as:

- the use of the International Covenant on Civil and Political Rights to protect the rights of Indigenous Peoples through domestic implementation and international complaints proceedings
- the content and aims of the UN Declaration on the Rights of Indigenous Peoples
- the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and its protections of the rights of Indigenous women
- the inter-American human rights system and the protection of the rights of Indigenous Peoples

Issues of accountability and transnational justice may also be covered in courses in International Human Rights Law and International Criminal Law. Students can also pursue their specific interests further through the writing of a research paper in a seminar course.



Photo provided by the Wahkohtowin project.

WATER LAW

3-CREDIT COURSE

This seminar on water law and management in Western Canada provides students with a legal background in water law and an opportunity for supervised research and writing. Topics include responses to water scarcity, industrial use and reuse of water, wetlands, the protection of aquatic resources, Aboriginal water rights, water as a human right, problems of inter-jurisdictional waters and water in international law.

Students learn the historical legal background to water law in the Prairie provinces, and the current legal and management framework for surface and groundwater in Alberta, with comparisons to other jurisdictions in Canada and elsewhere. The course also examines constitutional responsibility for water in Canada and arrangements to deal with shared water resources.

The discussion of Aboriginal water rights includes an introduction to Aboriginal views on water, the sources of Aboriginal water rights and a discussion of how Canadian governments can accommodate Indigenous water claims in heavily allocated systems.

WAHKOHTOWIN PROJECT

The **Wahkohtowin Project: Pedagogy and Practice through Community and Academic Indigenous-Based Learning Collaborations** is a for-credit, on-the-land and in-class course. Funded by the Office of the Provost and the Faculty of Graduate Studies' Indigenous Community Engagement, Research and Learning (CERL) fund, this course is intended to provide up to 12 students per year with an in-depth exploration of the Cree concept of *wahkohtowin* and its centrality to law, governance, philosophy and spirituality.

The concept of *wahkohtowin*, which translates loosely to "interrelatedness" or "interdependence," is an ancient tenet that stood at the centre of pre-colonial Cree law and governance for centuries. In recent times, Indigenous scholars, Elders and community leaders have breathed new life into the concept, further unpacking its historical and evolving meanings and applications so as to better leverage it in a modern world and facilitate the process of reconciliation.

The course was created by UAlberta Law Assistant Professor Hadley Friedland and Faculty of Native Studies Associate Professor and Aboriginal Governance director Shalene Jobin,

with insight and research support from graduate students and members of the Aseniwuche Winewak community near Grande Cache, where the on-the-land component of the course is delivered.

The on-the-land component of the course is led by community members who are fluent Cree speakers and experts on traditional practices that require specialized skills and have been passed down from generation to generation. While UAlberta professors teach some elements of the course, it is anchored by the Elders and other experts from the community who have played a central role in the course's development and delivery.

The course is open to Indigenous and non-Indigenous students alike. Students who are selected to participate in the course learn ways to respectfully and productively engage with Cree legal traditions and governance principles through a range of activities, including lectures, storytelling, nature walks, raising a teepee and the course's central activity: the brain-tanning of a moose hide, a complex and arduous task that traditionally involves an entire community.



FACULTY

Several members of our faculty have extensive research and teaching expertise in indigeneity.

JOSHUA NICHOLS



Joshua Nichols holds a PhD in Law from the University of Victoria, for which his dissertation was entitled "Reconciliation and the Foundations of Aboriginal Law in Canada." A monograph based on this work is to be published this year by the University of Toronto Press. He is also co-editor of a volume being published by University of Toronto Press entitled "Indigenous Economic Development and Self-Determination: Wise Practices in Indigenous Law, Governance and Leadership in British Columbia and Beyond."

Nichols holds a PhD in Philosophy from the University of Toronto, for which his dissertation was entitled "The Mark of the State: Reading the Writing of 'Right' in Hegel's Political Philosophy. His JD is from the University of British Columbia.

He has a Research Fellowship at the Centre for International Governance Innovation's International Law Research Program and is co-investigator and Working Group Chair of Policy Innovation for a \$2.5M SSHRC Partnership Grant entitled "Decolonizing Water: Building Resilient Water Futures."

Originally from Treaty 8 territory in northeastern British Columbia (he is Métis), Nichols' research interests include Indigenous governance, international law and governance, plurinational federalism, constitutional law and the history of political thought.

CATHERINE BELL



Catherine Bell specializes in Indigenous rights, access to justice, cultural heritage law, collaborative research and ethics. She teaches Canadian Aboriginal rights law, alternative dispute resolution and property law and developed and oversees UAlberta Law's Low Income Clinical Law Program and the Aboriginal Justice Externship on Gladue Sentencing Principles. She has helped develop and deliver Indigenous legal education programs across Canada, including the Program of Legal Studies for Native People (University of Saskatchewan), the Akitsiraq Law Program (Nunavut) and the Banff Centre for Management's Aboriginal Leadership and Self-Government Program.

Bell is widely published and has worked in collaboration with (and as an adviser to) Indigenous, provincial, national and international government bodies and organizations. Her work on Métis constitutional rights and the Métis settlements has influenced Métis law and policy in Canada.

In 2012, Bell was awarded the Canadian Bar Association's Ramon John Hnatyshyn Governor General's Gold Medal in recognition of her outstanding contributions to law and legal education in Canada. She is also the co-recipient of a prestigious Major Collaborative Research Initiative (MCRI) on Indigenous Rights and Intangible Cultural Heritage and a Social Sciences and Humanities Research Council (SSHRC) Insight Grant exploring Métis constitutional rights and treaties.

HADLEY FRIEDLAND



Hadley Friedland joined the faculty as a visiting assistant professor in 2016 and assistant professor in 2017. Her research focuses on Indigenous laws, Aboriginal law, criminal justice, family and child welfare law and therapeutic jurisprudence. She has published numerous articles and collaborated to produce accessible Indigenous legal resources for Indigenous communities, legal professionals and the general public.

Friedland holds a Child and Youth Care diploma (with distinction) from MacEwan University, an LLB from the University of Victoria, and an LLM and PhD from the University of Alberta. She was called to the Alberta Bar in 2010. She was the first Research Director of the Indigenous Law Research Unit [ILRU] at the University of Victoria Faculty of Law and is co-creator, with Dr. Val Napoleon, of the ILRU methodology. She has worked extensively with Indigenous communities across Canada to identify and articulate their own laws.

Friedland's research has won several awards, including the prestigious Vanier Scholarship and the inaugural SSHRC Impact Talent Award. Her PhD dissertation, *Reclaiming the Language of Law: The Contemporary Articulation and Application of Cree Legal Principles in Canada*, was awarded the Governor General Gold Medal. Her first book, *The Wetiko (Windigo) Legal Principles: Cree and Anishinabek Responses to Violence and Victimization* has recently been released by the University of Toronto Press.

DARCY LINDBERG



Darcy Lindberg, currently a doctoral candidate at the University of Victoria Faculty of Law, will join the Faculty as an assistant professor in 2019.

Lindberg's doctoral research focuses on the constitutional and legal theory of Plains Cree peoples in relation to the land, water and animals, and the transsystemic relationships with Canadian constitutional law.

Lindberg earned his LLM at the University of Victoria; his thesis explored Cree legal orders through an examination of ceremonial rules of procedure and the transformation of gendered protocols. His article "Transforming Buffalo: Plains Cree Constitutionalism and Food Sovereignty," will be published in a forthcoming collection on food law in Canada.

Lindberg, who is Plains Cree is engaged with Cree communities and is also involved in describing and applying Indigenous law "to improve Cree and other First Nations relationships with land and waters in Treaty 4 and 6 territories."

He is a participant in the University of British Columbia Indigenous Water Governance Project, amongst other ongoing research activities and relationships.

His prior experiences include work with Davis LLP in Whitehorse as an articling student and associate lawyer, and as training facilitator with Alberta's Future Leaders Program, an Indigenous-focused youth program that he has been involved with for almost 15 years.



“When I was a student there was still a real gap. The steps being taken now are unprecedented.”

Corie Flett, '10 LLB,
Partner, Cooper & Company

AGENTS OF CHANGE

Our commitment to reconciliation with Indigenous peoples has been welcomed by many in the legal community.

CORIE FLETT ('10 LLB)

PARTNER, COOPER & COMPANY
(FORT MCMURRAY)

Member of the Athabasca Chipewyan First Nation

“When I was a student, there was still a real gap,” said Corie Flett, a member of the Athabasca Chipewyan First Nation, and 2010 UAlberta Law graduate and partner at Cooper & Company in Fort McMurray. “In my Constitutional Law class, we had no more than three days’ worth of discussion of Aboriginal issues, and we wouldn’t have learned anything about the Gladue Decision and related topics were it not for outreach by the Indigenous Bar Association.”

Despite what Flett saw as missing from the faculty as a student, she is deeply encouraged now by the Faculty’s response to the TRC Calls to Action for law schools.

“The steps being taken now are unprecedented. In the future I would like to see more active collaboration between the faculty and First Nation governance, because every First Nation’s situation is unique, but I definitely think we’re moving in the right direction.”

LEE AHLSTROM, Q.C.



UAlberta Law received a generous \$10,000 donation from alumnus Lee Ahlstrom, Q.C., ('73 LLB), a retired lawyer in Sherwood Park. Ahlstrom — who is Métis — is one of the founding partners of Ahlstrom Wright Oliver & Cooper LLP. At his request, Ahlstrom’s donation is being directed to a bursary supporting Indigenous initiatives.

PATRICK DUFFY ('02 LLB)

PARTNER, STIKEMAN ELLIOTT LLP



“People need to know this history,” said Patrick Duffy, currently a partner at Stikeman Elliott LLP in Toronto, and a member of UAlberta Law’s Dean Paul Paton’s external advisory board.

“I had the opportunity to work with the Legal Aid Society before going to law school, and this really opened my eyes to the incredible disparities in the criminal justice system,” said Duffy.

As a new law student just beginning his studies, Duffy had planned to focus on business law and hadn’t given much thought to Indigenous issues.

“At the time there was a growing awareness of these issues, but the prevailing attitude among students like myself was, ‘What does that have to do with me?’”

Now, as a Toronto-based lawyer with a project development practice that includes environmental permitting and litigation, energy regulation and Aboriginal engagement, Duffy is regularly engaged in Aboriginal law. But according to Duffy, many of his peers still think like he did in law school and believe that historical — and even current — injustices against Indigenous people are unfortunate, but not directly relevant to their work.

“From a legal standpoint, people don’t really get it that the treaties signed by First Nations and the Crown were actual legal commitments and a matter of contract, and that the Crown has not always lived up to these commitments.”



UNIVERSITY OF ALBERTA
FACULTY OF LAW

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