

FACULTY OF ARTS

INTERNATIONAL INDIGENOUS STUDIES

COURSE OUTLINE

Indigenous Studies 399 International Indigenous Peoples –Indigeneity and Decolonization

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Office hours: *Monday and Wednesday 12:00 -1:00*

Course website: *d2l@ucalgary.ca*

Course description:

This course will provide students with an opportunity to explore the Indigenous Peoples/Nations of the **United States, Mexico, Australia and or New Zealand's** contemporary experiences of colonialism, decolonization and their evolving political, social and cultural identities. The course will examine representations of Indigenous voices in the historical and contemporary discourses of colonization and decolonization and the implications for Indigenous and colonial/settler relationships. Students will explore the concepts of Indigeneity, the construction of a social/political collective cultural identity, and the processes of de-colonization in relation to the above noted peoples. The course will consider these Indigenous peoples' expression and associated discourse in relation to academics, politics, society, cultural and spiritual practices, arts and literature, and mass media.

Virtually all nations in the world have voted in favour of the UN Declaration on the Rights of Indigenous People, however, Indigenous communities, tribes and nations continue to confront a range of issues that challenge their ability to maintain their cultures, govern themselves, and decide their futures. Students will examine the construction of Western forms of knowledge about Indigenous peoples and how these understandings continue to shape relations of power in countries with a colonial history. This course will look at these issues, and focus on how Indigenous Peoples are actively working to contest marginalization and create sustainable futures. The course themes of colonialism, decolonization, and Indigeneity will provide the framework for exploring the relationships within and between Indigenous communities, nation states and the International community. Students will research and how these issues are expressed in arts and literature, spiritual and cultural practices, academics, mass media and social, economic and political movements.

Texts and readings: There are no required texts to purchase for this course. All reading will be made available in PDF form on D2L or are available on-line.

Themes:

- Indigeneity - Indigenous Identities: Historical and Contemporary Depictions
- Colonialism

- De-colonization
- Indigenous Knowledge and Tradition
- International Indigenous Peoples Rights
- Gender
- Land and Territory
- Indigenous Movements/Activism and Coalitions

Objectives of the Course:

- survey the history of colonialism and de-colonization of some Indigenous societies around the world;
- expand understanding of the concepts of Indigenous and de-colonization;
- increase knowledge of the legacy of the colonial relationship between Indigenous and Settler societies;
- promote a deeper comprehension of the Indigenous and Settler relationship within the context of colonization, post-colonization and de-colonization
- demonstrate an ability to analyze and synthesize core themes and concepts presented in the course, specifically, Indigeneity and decolonization;
- demonstrate an awareness of the fundamental concepts of the course and how together they aid in the understanding of issues faced by Indigenous peoples;
- foster a fuller understanding of International Indigenous and Human rights;
- further the discussion of Indigenous ways of knowing and decolonizing theories;
- develop a general understanding of the field of Indigenous Studies, its history and its future, including the understanding of a global approach to the concept of Indigeneity.

Assignments and Evaluation: Seminars: 35%

Individual students will be responsible for presenting the weekly theme through two assigned readings chosen by the student, the Instructor may assist the Student with this step of the research process. Each class will have one student present his/her readings. The seminar will incorporate concise summaries of each author's main arguments, making comparisons among the authors, and drawing connections between the week's readings and those of previous weeks. The student leaders must circulate copies of their reading notes to the rest of the class and provide a handout of their points of discussion.

Research Project 30% - Due December 7

These projects will be presented to the class during the last two weeks of the semester. You will complete a research project for this course. The project will be on a topic of your choice that examines and analyzes issues related to an Indigenous peoples experience and response to colonialism, neo-colonialism and or de-colonization. The project should demonstrate effective use of course concepts and theories to work towards a concise and compelling thesis. This assignment is an 'open' project, wherein the student gets to decide the 'form' of the project. Whether it is an essay, scrapbook, dance piece, artwork, sculpture, and the options are endless. The project must

demonstrate learning and comprehension of the course and the key themes/objectives within the course, also the project must use course data and personal insight in regards to the meaning of the project and its relationship with the course. Please note: All projects that are composed outside of a computer format, for example: artwork; the student must photograph or use some other digital means to capture the project which must be presented in a power point presentation or other related software.

Presentation and written composition of project **5%**

The aim of the presentation and essay is to provide an overview of the intent and purpose of the project. The presentation and 3-5 page essay should reflect the context and relevance of the project to any aspect of the course syllabus. The essay is required **only** if a research paper is not the format of the final research project; *otherwise this component if presented as a research paper will be worth 35%*. Please consult me if you have questions about the research project.

Reflective Writing: **20% - Due October 23 and November 30**

You will complete 2 reflection essays related to course readings and lecture concepts. The essays will consist of 3-5 pages in paragraph form and will allow for reflection and application of class concepts. The paper should represent an issue of the student's choice from the course reading, films, and discussion in the preceding weeks.

The papers should refer to course readings, films and discussion where relevant, and should demonstrate some analytical thought on the part of the author. In other words, take an issue and discuss it in depth; do not simply write up a summary of what we read or discussed in class. This is not intended to be a research paper, but you may use additional sources if you wish. All sources that you use should be properly cited. Although these are short papers, please do not regard them as informal. They should have proper grammar and essay structure, including an introduction, discussion/argument and conclusion.

A course paper guide and grading rubric are provided.

Participation: **10%:**

Attendance, class discussion and active participation in group learning.

This course will be highly interactive and will include various opportunities for active engagement during each class session, including organized discussions, debates, small group work, etc. Your participation will be graded based on the consistency and thoughtfulness of your contributions, and on your alert and respectful interaction with others in the class.

Policy for Late Assignments:

I do not penalize for late submission **unless you have not informed me a full day ahead of time** by e-mail. I expect that you will respect my need to plan my workload. If life circumstances or illness intervene, I may ask for documentation and refer you to the Program Co-ordinator of Indigenous Studies for advice, particularly if you have missed a number of classes. Please refer also to the policies on deferring term work on this outline and in D2L. However, keep in mind that in order to pass this course, you must complete all assignments, and plan accordingly.

Please make every effort to take assignments directly to the instructor. If it is not possible to do so, take your assignment to SS 102 and put it in the dropbox. Your assignment will be date-stamped and placed in the instructor's mailbox. It is your responsibility to keep a copy of all assignments in case of loss by any cause.

Grading system:

The International Indigenous Studies Program uses the percentage conversion scale below. Your final grade will be converted to the University's official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-2.html>.

A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49.99

These are the grade ranges and specific numeric values I assign to letter grades on D2L (etc.). Any individual assignment grade is converted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely an honorific that entails no additional points in the four-point system, I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

Facebook Group for Indigenous Studies Program:

<https://www.facebook.com/groups/UC.IIST/>

Program Website:

<http://www.ucalgary.ca/indg/>

Academic regulations and schedules:

Consult the *Calendar* for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <http://www.ucalgary.ca/pubs/calendar/current/index.htm>

Grade appeals:

Consult the following University *Calendar* link and request advice from the Program Co-ordinator or the Arts Students' Centre, SS102. Please note that "mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision."

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

Deferral of term work and final examinations:

Instructors are normally free, subject to any established departmental or faculty procedures, to administer their own policies regarding deadlines for the completion of term papers or assignments. Please see policies on this course outline. Should you require an extension for completion of term papers or assignments beyond the deadline of *five days after the end of lectures*, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See *Calendar*: <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

Academic accommodation:

It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and if you have not registered with Student Accessibility Services, please contact their office at 220-8237. Your academic accommodation letters should be provided to your instructor no later than fourteen (14) days after the commencement of this course.

<http://www.ucalgary.ca/access/>. See also policies about prolonged illness and the university's accommodation policy: <http://www.ucalgary.ca/pubs/calendar/current/b-1.html>

"Safewalk" Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

Freedom of Information and Privacy Act:

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, *students should identify themselves on all written work by using their ID number. Also, you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam.*

For more information see also <http://www.ucalgary.ca/legalservices/foip/>.

Academic Misconduct:

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following link: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Student Ombuds Office:

<http://www.ucalgary.ca/provost/students/ombuds>

The Student Ombuds Office offers a safe place for undergraduate and graduate students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns (including appeals), and many other problems.

Contact for Students Union Representatives for the Faculty of Arts:

There are four Arts reps, with the email addresses being arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, and arts4@su.ucalgary.ca. Please contact if you have questions related to Students Union matters, events, or concerns.

Faculty of Arts Students' Centre (ASC) and Student Information Resources:

Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts. Drop in at SS102, call us at 403-220-3580 or email us at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

Writing support at U of C:

The Student Success Centre offers writing support in many forms. If you need individual coaching, or wish to attend a workshop, go to the following website:

http://www.ucalgary.ca/ssc/writing_support/undergraduate_writing_workshops

Plagiarism:

Plagiarism is an extremely serious offence. Please read the following information carefully.

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your work. A reference list at the end is insufficient by itself. Readers must be able to tell *exactly* where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor if you have any questions regarding how to document sources and become very familiar with penalties for plagiarism and academic misconduct.

The University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

<https://owl.english.purdue.edu/owl/section/1/2/>

Emergency Evacuation and Assembly points:

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see

<http://www.ucalgary.ca/emergencyplan/assemblypoints>
