



**INTERNATIONAL INDIGENOUS STUDIES
PROGRAM**

INDG 201 (02)
INTRODUCTION TO INDIGENOUS STUDIES
Fall 2019

COURSE DAY/TIME: TUESDAY AND THURSDAY FROM 2:00 TO 3:15 pm.
COURSE LOCATION: TRB 101

INSTRUCTOR: Dr. Barbara G. Barnes
TELEPHONE: 403-220-3869
OFFICE: SS 721
EMAIL: bgbarnes@ucalgary.ca
OFFICE HOURS: Fridays 10:00 to 12:00 pm.
Course Website: <http://www.ucalgary.ca/indg/>

COURSE DESCRIPTION: This course will use a multidisciplinary, theoretical and empirical overview of the situations, perspectives, and aspirations of selected Indigenous Peoples with a focus on the Canadian context. This course has no pre-requisites.

COURSE OBJECTIVES & LEARNING OUTCOMES:

1. To foster understanding and appreciation of Canada's Indigenous Peoples.
2. To cultivate insight into the many issues that Indigenous Peoples have endured over the course of history.
3. To increase awareness and excitement that history is full of amazing facts which when shared, continues the cycle of oral tradition.
4. To encourage critical thinking, writing clarity and sophistication and ability to utilize logical arguments and conclusions.

REQUIRED TEXTBOOK(S):

1. J.R. Miller (2018). "Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada" (4th edition). Toronto: University of Toronto Press.
2. Richard Wagamese (2006) "Keeper 'N Me" Canada; Anchor Canada.

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
RESPONSE PAPER	5	Sept 17
MID-TERM EXAM	20	Oct 3
BOOK REVIEW	20	Oct 22
RESEARCH PAPER	35	Nov 21
FINAL EXAM	20	Dec 9-19
Total	100%	

ASSIGNMENT(S):

- Detailed instructions for each assignment (Response Paper, Book Review, and Research Paper) will be available on D2L. **Assignments will need to be handed in through the D2L Drop Box site “under proper assignment category” the day it is due. Please hand in your assignments in both a PDF and Word Document.** If you are ill you can email me a copy of your assignment, and it will not be considered late if posted prior to **11:59 pm.** the same day.
- POLICY FOR LATE ASSIGNMENTS:** Assignments submitted after the deadline will be penalized with the loss of 3 marks for each business day (not class) that the assignment is overdue. For example, an essay that receives an 18/20 will receive a 15/20 if one day late. Please contact me ahead of time if possible if you will not be attending class or submitting work late. Students who have documentation of prolonged absence or illness should contact the Program Co-ordinator of Indigenous Studies at daniel.voth@ucalgary.ca.
- Students must complete **ALL** assignments to receive a passing grade in the course.

COURSE WORK SUBMISSIONS FOR INDIGENOUS STUDIES: If you cannot send your paper through the D2L Drop Box for any reason, your course work submissions for Indigenous Studies such as assignments, papers, take home final exams and other course work related to this program of study should be submitted to SS 756 (Department of Political Science, 7th floor of Social Sciences) during their office hours. When the office is closed, the brown drop box located on the wall beside SS 756. **Submissions should no longer be submitted to the 1st floor, SS 102.**

WRITING STATEMENT: Written assignments are often required in Indigenous Studies courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the service offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

INTERNET AND ELECTRONIC COMMUNICATION DEVICES: Rules and guidelines about the use of internet and electronic devices: Laptops can be used during class to take notes. Please turn off cell phones and any other electronic devices during class time. If a situation arises

that you must keep your phone on, for example, you are a mother/father and sick children are at home and possible may need to contact you, then please let me know at the start of the class so that I am aware of the situation. Thank you.

EXAMS: Students will write one 60-minute Mid-Term Exam and a two-hour Final Exam testing their knowledge of the material covered to that point. Exams will consist of a combination of short answer and essay questions.

REGISTRAR-SCHEDULED FINAL EXAM: *There will be a Registrar-Scheduled Final Exam in this course.* This exam will be closed book. Students must be available for examinations up to the last day of the examination period.

Students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: <http://ucalgary.ca/registrar/exams/deferred-exams>.

GRADE SCALE: 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-1.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 grade 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.

ORGANIZATION AND TENTATIVE CLASS SCHEDULE

This course involves Lectures, by the Instructor, Power Point Presentations, Films, Guest Speakers, and Discussions. Students are expected to come to class prepared by having read the articles and chapter material. Attendance in class is important, as Indigenous history is Oral History. Thus, power point presentations or class notes will not be put on D2L.

The following is the list of material covered each class. **This list is tentative and may be subject to change due to unforeseen situations.**

	DATE	Activity
	Thurs Sept 5	INTRODUCTION: (a)Who We Are. (b)Review Syllabus, Research Paper, Book Review and Exams. (c)Handout Picture Canada
	Tue Sept 10	IN THE BEGINNING: (a) 7 Theories of Origin. (b)Creation Stories: Sky Woman, Blackfoot, B.C. Raven (c)Handout: Circle Quote, Purpose of the Circle.
	Thurs Sept 12	EARLY CONTACT: (a)Skyscrapers: Chap. 1 & 2 (p.3-18; 21-41). (b)Jesuit Missionaries. (c)Handout "Savages"
	Tue Sept 17	EARLY CONTACT CONTINUED: (a)Film: "Before Tomorrow" (b) RESPONSE PAPERS DUE***
	Thurs Sept 19	FUR TRADE: (a)Film: "Ikwe" (b)Discussion of both films.
	Tue Sept 24	COOPERATION: (a)Roles of Women in the Fur Trade.

	THURS SEPT 26	COOPERATION: (a)Skyscrapers Chap. 3 & 4 (p. 42-59 and p.60-83).
	Tue Oct 1	PREP FOR MID-TERM EXAM:
	THURS OCT 3	MID-TERM EXAM***
	Tue Oct 8	RESIDENTIAL SCHOOLS: (a)Film: "Muffins for Granny"
	Thurs Oct 10	RESIDENTIAL SCHOOLS: (a)Film: Muffins con't. (b)Skyscrapers Chapter 6 (p. 105-123)
	Tue Oct 15	LITERATURE: (a)History of Indigenous literature (b)Why it is important
	THURS OCT 17	LITERATURE CON'T: (a)Code-Switching Humour. (b)Trickster figure and its significance to writing.
	Tue Oct 22	IDENTITY: (a)Film: "A Place Between" (b) BOOK REVIEW DUE***
	THURS OCT 24	IDENTITY: (a)Film: "Women in the Shadows"
	TUE OCT 29	IDENTITY: (a)Traditional Indigenous Identity prior to colonization (b)Definitions of Identity.
	THURS OCT 31	IDENTITY: (a)Confusion and TRC (b)Traditional Indigenous Identity returning.

	TUE Nov 5	HEALTH AND WELLNESS: (a)Residential School Syndrome. (b)Important developments. (c)Healing Strategies.
	THURS Nov 7	ORAL HISTORY: (a)Significance from beginnings.
	TUE Nov 12	READING BREAK NO CLASS
	THURS Nov 14	READING BREAK NO CLASS
	TUE Nov 19	ORAL HISTORY CON'T: (a)Making a good witness and some limitations.
	THURS Nov 21	SPORTS: (a)Influential Indigenous Peoples (b)Why it is essential to Identity (c) RESEARCH PAPERS DUE***
	TUE Nov 26	CONFRONTATION: (a)Skyscrapers: Chapters 14 & 15 (p. 273-317).
	THURS Nov 28	COURT AND JUSTICE SYSTEMS: (a)Statement of the Government of Canada on Indian Policy 1969 (b)Skyscrapers Chapters 16 & 17 (p.321-359).
	TUE DEC 3	POSITIVES AND NEGATIVES: (a)Stereotyping and Myth Busting. (b)Successes in Community (i.e. Alkali Lake, Indspire Awards, etc.).
	THURS DEC 5	PULLING IT ALL TOGETHER: (a)Review for Final Exam
	DEC 9-19	FINAL EXAM WEEK

Assignment: Reflection Paper Assignment

REQUIREMENTS:

YOU ARE TO SUBMIT **ONE** JOURNAL ENTRIES WORTH **5** MARKS WHICH WILL THEN BE CALCULATED TO THE TOTAL OF YOUR FINAL GRADE.

EXPECTATIONS:

Reflecting about learning helps you make meaning from your learning. You are expected to write **ONE separate journal entry** that are **FOUR pages (4) in length (doubled spaced, 1050 words)** that discusses your understanding of “Who you are?” This paper is DUE: September 17, 2019

RATIONALE: During our course discussions we will be discussing Indigenous Peoples and who they are, where they have been and where their future lies. The important aspect here is their Identity and how it began, changed, and began again. Will our Identity and the understanding of it also change throughout the course?

MARKS WILL BE EVALUATED ON:

- **THOUGHTFULNESS**
- **HOW WELL THE ENTRY IS ARTICULATED**
- **GRAMMAR AND SPELLING**
- **LENGTH AND QUALITY**
- **ANSWERING THE QUESTIONS AS SET OUT IN THE ‘EXPECTATION’ SECTION.**

Assignment: Book Review

Due: October 22, 2019

Length: 6 typed pages, double spaced, 12 fonts.

Weight: 20%

THE TASK: You are being asked to complete a book review on the book “**Keeper ‘N Me**”.

WHAT IS A BOOK REVIEW: You are being asked to analyze this book, by identifying the key arguments of the book and how the author supported these arguments, and whether there were specific strengths and/or weaknesses to the book? Go beyond your likes or dislikes and provide evidence as to the merits or problems contained in the book. (Remember this is **not a** Book Report where you summarize the work).

STRUCTURE OF THE BOOK REVIEW:

1. Introduction: This should include the background and thesis that the book addresses and should be short and direct.
2. Summary of Key Arguments: Brief overview of book. What is the book’s thesis? How is it similar or different from other works on a similar topic? How is it organized? What are the major arguments? What types of evidence are presented?
3. Evaluation/Analysis: This should be the bulk of your review. Use examples/quotes from the book to prove your assessment of the work.
4. Conclusion: Provide a succinct summation of your review. Does this book contribute to its field of study? What limitations if any does it have? Does it suggest future research? How does your analysis help others understand the time or historical aspects of the period?

EVALUATION: Papers will be evaluated based on following the structure of the book review with having addressed each of the sections AND answering of questions.

Assignment: Research Paper

Due: November 21, 2019

Length: 6 typed pages, double spaced, 12 fonts.

Weight: 35%

THE TASK: Choose a topic that you are eager to explore and find answers to. Construct a clearly focused research question about it. Conduct the research necessary to contextualize the issue you are addressing and to answer your question. Remember that a well thought out research question is at the heart of the paper. Your project must be related to the subject matter of the course. You should provide your reader with enough background information to appreciate the contexts that inform the topic you are addressing and the significance of the question you have raised. You should also assert your thesis clearly and provide convincing evidence to support it.

EVALUATION: Papers will be evaluated based on the following criteria: a clearly proposed research question, quality of research, analytical sophistication, depth of your insight and opinion, writing effectiveness, presentation and an annotated bibliography.

PRESENTATION FORMAT: Papers should be typewritten and double-spaced. They must include an **annotated bibliography** of no less than **six sources**. An annotated bibliography includes a short paragraph (approximately 4-5 sentences) in which you **describe and evaluate** (not summarize) the source briefly. Follow correct bibliographic form, using the **APA style**.

Sources must be carefully acknowledged throughout the paper in accordance with the APA style format. Remember that plagiarism is a serious offence and must be avoided. You must document not only direct quotations, but also paraphrases and borrowed ideas where they appear in your text. A list of references at the end of your paper is insufficient by itself. Readers **MUST BE ABLE TO TELL YOUR WORDS AND IDEAS FROM THOSE OF OTHERS**. All sources must be properly acknowledged, including Web pages and visual media. If in doubt as to what constitutes plagiarism, students should consult the student calendar and the instructor. Research presented in a format other than the research paper should also include an annotated bibliography. **DO NOT USE WIKIPEDIA, BLOGS, TWEETS OR YOU WILL BE ASSESSED A FAILING GRADE.**

Include a "Title Page" and "Reference Page". These pages do not count in the required 6-page length. Also, use 12 Font and do not leave spaces between paragraphs, and always "indent" your first paragraph.

GENERAL SUGGESTIONS: Remember that your research question is at the heart of your paper and setting it out clearly facilitates the process of writing a research paper. Some of you may already know what topic you wish to search out, and the question you wish to answer; if not, make use of the required readings, as well as lectures, class discussions and of information you might gather from staying abreast of local, regional, national and international news to help you to discover appropriate topics and to construct researchable questions.

I have listed a few possible topics that could be the basis of a research project. Please note that these suggestions are broad and will need to be narrowed considerably. It is hoped that it will stimulate students to raise research questions of their own that would provide a suitable point of departure for this assignment. Students should consult the instructor about their topic and research questions.

Students should consult as many relevant sources as possible to explore their topic adequately.

Some Possible Research Topics:

1. Ceremonies and rituals of Canada.
2. Some aspect of oral tradition (e.g. creation myths, stories about heroes, etc.).
3. Differences and/or similarities among three Indigenous cultures.
4. Compare spirituality among the three Indigenous groups.
5. The role of sustaining Indigenous identity.
6. Compare Indigenous groups' epistemology.
7. Compare similarities and differences of Indigenous Justice.
8. The impact of colonization.
9. Impacts of education, similarities and differences.
10. The role of women (past and present).
11. Role of Intergenerational Trauma
12. Truth and Reconciliation
13. The topics are immense thus be creative.

Students are welcomed to share their ideas and intent with the instructor.
Try and be as creative about your topic as you can.

IMPORTANT POLICIES AND INFORMATION:**Supporting Documentation and the Use of a Statutory Declaration**

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioner for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence from a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the

examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: ask@gsa.ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>

Facebook Group for Indigenous Studies Program

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

INDG Program Website

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

Writing Symbols Lodge (Native Centre) Website

<https://www.ucalgary.ca/nativecentre>