



INTERNATIONAL INDIGENOUS STUDIES

COURSE OUTLINE INDG 397.11

Special Topics in Canadian Indigenous Studies (Indigenous/Aboriginal Feminism)

Instructor: Dr. Rain Prud'homme-Cranford (Dr. PC)

Summer: 2020

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Sessions: T/R 12:00-2:45; ZOOM; June 29-Aug. 18

Office Hours: Thursdays 2:50-4:20pm and by appointment

E-Mail Policy: The Professor will strive to answer email within 24hrs. However, email is turned off after 8pm. If an emergency should ever arise during finals, a message can be left with English department. Arrangements will be made. Your health and wellness come first.

Course Description: Shari M. Huhndorf (Yup'ik) and Cheryl Suzack (*Anishinaabe*) write in their introduction to *Indigenous Women and Feminism*: "For Indigenous women, colonization has involved their removal from positions of power, the replacement of traditional gender roles with Western patriarchal practices, the exertion of colonial control over Indigenous communities through the management of women's bodies and sexual violence" (1). This survey/introduction class focuses on the importance of a multiplicity of Indigenous women's/ LGBTAIQ2S voices and our relationships traditional, contemporary, and historic with patriarchy, feminism, and gender balance. As a class community, we will address issues of western vs Indigenous concepts of feminism, matrilocality, and gender equality/balance. Issues at the center of female (LGBTAIQ2S) Indigenous concerns, histories, contestations, and sustainability are covered topically: **Settler Colonial/Western inscriptions of Feminism vs. Indigenous Feminisms/Gender practice; MMIWG, Gender, 2Qs, and Sexuality; Treaty, Law, Policy & Matrilocality/Governing Land Activism/Sovereignty, Food Sovereignty, & Health/Wellness; Arts and Culture Bearing; Resistance/Resilience & Decolonization**¹ As a summer class for full credit this means the course readings are rigorous roughly averaging 3 academic chapters (or 1-2 creative text) and 1-2 short videos *per class*. The reading schedule is sent two weeks in advance to help students read ahead.

Prerequisite: None

¹ As this material is necessary to understanding settler-colonialism, patterns of violence, survivals through sexual, historic, and physical traumas, please know some material might be triggering. However, making space for Indigenous stories, survivance, and witness, means hearing the stories of Indigenous Peoples unfiltered. Students are encouraged to engage with the material and supported as we travel through triumphant, defiant, resistant, and traumatic narratives as a community.

Objectives and Expectations: Students will be responsible for course readings, expanding vocabulary, homework, online midterm exam, presentations, writing and research assignments, online final exam, and a final semester paper/project. As a class, we will use a variety of texts to develop writing, cultural, and historic knowledge, and research skills. This will cumulate in a final seminar paper/project.

- Students will learn to read for aspects of female/women identified gender/sexuality as connected to the spiritual/mental/physical/political, as well as concepts of feminism, gender/sexuality imposed by settler-colonial binary constructs.
- Students will connect woman identified gender sovereignty to Indigenous/tribal sovereignty and as acts of decolonization.
- Students will reflect on connections between landbase, cultural knowledge, gender, and theory-making to story-making.
- Students will connect readings/theory-making/epistemologies with historic events, ideologies and “isms,” (i.e. colonialism, racism, imperialism, idealism, modernism, feminism, etc.)
- Students will learn to read for specific themes prevalent in particular constructs of Indigenous women/gender/LGBTAIQ2S as it relates to law & policy, landbase, culture, history, sovereignty, class, race, and power and their relationships with gender sovereignty or sexual/gender oppression.
- All written essays and formal papers must be in MLA, APA, or Chicago style explicitly.
- All students are required to fully participate in class discussions and are to be graded according to their vocal and intellectual participation. Those who choose not to participate will not be given participation credit.
- Students must turn in ALL major assignments to receive a passing grade in the course.
- Assignments are due digitally on D2L by the due date. Final papers will not be accepted after the due date. Late assignments are subject to late work policy.

Required Texts:²

[Laduke, Winona. *Recovering the Sacred: the Power of Naming and Claiming*. Haymarket Books, 2016.](#)

[LaPenseé, Elizabeth. *Deer Woman: An Anthology*. Native Realities Press, 2017. 978-0-9906947-8-6³](#)

[Nickel, Sarah A., and Amanda Fehr. *In Good Relation: History, Gender, and Kinship in Indigenous Feminisms*. University of Manitoba Press, 2020.](#)

Suzack, Cheryl, et al. *Indigenous Women and Feminism: Politics, Activism, Culture*. UBC Press, 2014.

² Non-linked texts may be purchased the UC Bookstore. Hyperlinked texts are available digitally for purchase. **However, as your professor, I encourage you to select a method of purchase that is most economically reasonable for you including but not limited to: amazon; kindle e-books; used books from online vendors, and sharing texts. Due to COVID I recommend digital texts when available. All texts except the Suzack are available as e-books.**

³ *Deer Woman: An Anthology* is available in hard copy form the U of C bookstore OR as a digital comic download (Follow the link in syllabus). This will be useful if the bookstore is sold out, as well as the cost for the digital is less. Due to COVID I recommend the digital comic.

Wieser, Kimberly G. *Texas...to get Horses: Poems*. That Painted Horse Press. Harrah, OK/Calgary, AB. 2019 D2L PDF

[Winder, Tanaya. *Why Storms Are Named after People and Bullets Remain Nameless*. CreateSpace Independent Publishing Platform, 2017.](#)

Selected from Digital Texts/Digital PDFs:⁴

[Carlson, Nellie, et al. *Disinherited Generations: Our Struggle to Reclaim Treaty Rights for First Nations Women and Their Descendants*. University of Alberta Press, 2013.](#)

[Keramoal, Nathalie J., et al. *Living on the Land: Indigenous Women's Understanding of Place*. AU Press, 2016.](#)

[Leatherdale, Mary Beth, and Lisa Charleyboy. *#NotYourPrincess: Voices of Native American Women*. Annick Press Ltd., 2017.](#)

Sasakamoose, Jolee, et al. "Miyo-Pimatisiwin Developing Indigenous Cultural Responsiveness Theory (ICRT): Improving Indigenous Health and Well-Being." *International Indigenous Policy Journal*, vol. 8, no. 4, 2017, pp. 1–16., doi:10.18584/iipj.2017.8.4.1. D2L PDF

Shawnee, T. "A Perfect Circle Bound in Chains: Creole-NDN Health, Historical Trauma, and Settler-Colonialism." *Louisiana Creole Peoplehood: Tracing Post-Contact Afro-Indigeneity and Community*, edited by Rain Prud'homme-Cranford et al., University of Washington Press, 2020. D2L PDF

[Benaway, Gwen. "You Have a Woman's Spirit'." *Macleans*, 2017.](#)

Movies/Media/ Videos

Film⁵

[*This River*](#)

[*Finding Dawn*](#)

Videos/Digital

[Marcia Anderson-DeCoteau, "Indigenous Knowledge to Close Gaps in Indigenous Health" Indigenous Feminisms Power Panel](#)

[Brandy Montano, "I Am"](#)

[Kelsey Leonard, "We Do Not Consent: Native Feminism on the Front Lines of Water Protection"](#)

[Chelsea Vowel, "Indigenization in the Time of Pipelines"](#)

[Alex Wilson, "Coming In to Indigenous Sovereignty: Relationality and Resurgence"](#)

[Valerie Segrest, "Food Sovereignty"](#)

[Whisper, "Violence Against Native Women is Not Traditional"](#)

⁴ Hyper-linked texts are online via U of C library. We will only be reading specific selections, as listed on the weekly syllabus of these texts. PDFs are not hyperlinked and are provided via D2L with permission from press/authors.

⁵ All films should be watched on your own before class.

[Choctaw Nation of OK, "Wild Onion"](#)
["Sacred Water: Standing Rock"- Viceland](#)
[Bethany Yellowtail](#)
[Hearts of our People: Native Women Artists](#)
[Lakehead University Faculty of Law Pam Palmater Talk](#)
[Rockburn Presents - Sheila Watt-Cloutier](#)
[Tanya Winder, "For Women and Girls on Fire" Playlist](#)
 Class Guest Videos⁶

Major Assignments

- 1) **Group PPT Presentations and Questions:** Each student will sign up to be part of a group (7 groups no more than 5 people per group) for a set of readings/texts. Groups will submit a PPT (or prezi) covering a summary the readings as they connect to the topically section, main points, and four-six (4-6) questions to help lead class discussion for the class DAY they have signed up. Questions must be sent to the professor 48 hours before the PPT presentations are due. Comments and revisions will be returned. Presentations will be posted in the designated Discussion post box. The final presentations should be posted to D2L 24 hours before the readings are due in class. **20%**
- 2) **Digital Take-Home D2L Midterm:** You will be responsible for a midterm exam. Midterms will be held during the 3rd/4th week and will comprise all material read, viewed, assigned, and discussed/lectured in class. Your mid- term exam will be an open book combination of short answer, multiple choice, and T/F on D2L. We will go over the midterm closer to the date of the exam. Students will have a 3 day window to take the exam on D2L. Midterms open online D2L **12 am July 24 to 11 pm July 26. 10%**
- 3) **Homework Journaling:** Starting the *second week* of class, students will be responsible for writing or [vlogging](#) a FIVE (5) journal response to the readings/texts over the course of the semester. Weeks requiring a journal response are designated in the weekly schedule. Students will reflect on themes and observations from the readings and their own personal thoughts/responses/questions/stories etc. inspired/in conversation with that week's readings. Each entry should do the following:
 - a. engage the full readings for the week;
 - b. include a section of *critical* summary of key points;
 - c. connect the reading to the sub topic of the week (Settler Colonial/Western inscriptions of Feminism vs. Indigenous Feminisms/Gender practice; MMIWG, Gender, 2Qs, and Sexuality; Treaty, Law, Policy & Matrilocal/Governing; Land Activism/Sovereignty, Food Sovereignty, & Health/Wellness; Arts and Culture Bearing; Resistance/Resilience & Decolonization)
 - d. Self-reflexivity (how you connect or struggle to connect personally to the reading).
 Journal responses are due **by 11pm** on Sunday before the class Responses will be graded as follows: Graded Pass/Fail **10%**
- 4) **Digital Take-Home D2L Final Exam:** You will be responsible for an online (d2l) Final exam. Finals will be held during the Registered Final Exam week and will comprise all

⁶ Over the course of the semester students will have pre-recorded videos from Indigenous women from communities across Turtle Island discussing feminism, art, cooking, etc. These are hyperlinked and designated in the weekly schedule.

material read, assigned, viewed, and discussed/lectured in class (i.e. cumulative). Your final exam will be an open book combination of short answer, multiple choice, T/F, and close reading response. We will go over the final closer to the date of the exam. Students will have a 3 day window to take the exam on D2L.

Final exams will open online D2L 12 am August 14 to 11 pm August 17. 20%

- 5) **Participation:** Participation consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses within the discussion board (Pass/Fail). Coming to class prepared (books, homework, writing utensils) also qualifies as participation. As a class that depends on dialogue, students are required to speak in the ZOOM classroom. I seek to foster your thinking critically about the readings and issues before class and to better insure participation. Students who neglect to participate or miss in excess of 4 classes (without making arrangements to make up participation) will not earn participation. Pass/Fail **10%**

- 6) **Critical Creative Reflexivity Project (CCRP)** The CCRP is a multi-genre research project mixing critical research/analysis, personal positionality/reflectivity, arts, and popular sources/media to create a coherent “argument” (i.e. follows the modes and discipline of rhetoric to persuade your reader of a stance, position, interpretation) about your topic/thesis using critical thinking skills, epistemologies, and methods of inquiry to find appropriate research to support your argument. Note it is NOT a portfolio or bibliography of sources. It is a well-crafted merger of creative texts, rhetorical argument, and personal reflection, combining stylistic methodologies, creative voices, and rhetorical tactics. Projects should be between **7-8 pages** of written material (abt 2000 words double-spaced) and include 2-3 artistic/multimodal images/creative materials. CCRP is due online the last day of summer classes 08/12. **No assignments will be accepted after 8pm on 08/15.** A detailed assignment will be gone over the second week of classes. **30%**

There is no registrar-scheduled exam in this course. *There is an online final exam and a final project paper.*

Course Schedule & Topics

Week 1 06/29: Settler Colonial/Western inscriptions of Feminism vs. Indigenous Feminisms/Gender practices (Histories, Inscriptions, & Problematizing Indigenous Feminisms)⁷

T* (June 30): Introduction: Syllabus

Read: “Introduction” *In Good Relation: History, Gender, and Kinship in Indigenous Feminisms*. [Indigenous Feminisms Power Panel](#)

“What is Sacred,” *Recovering the Sacred: the Power of Naming and Claiming*.

“Introduction” *Indigenous Women and Feminism*

***Sign-up for Groups**

⁷ Weekly schedule sent 2 weeks before start of classes. As noted we have readings to cover the first day.

R (July 2): "Indigenous Feminism: The Project," *Indigenous Women and Feminism* "Indigenous Women and Feminism on the Cusp of Contact" *Indigenous Women and Feminism*
Chapter 12: Conversations on Indigenous Feminism" *In Good Relation: History, Gender, and Kinship in Indigenous Feminisms*.

Due: Group 1 PPT/Questions (Thursday Readings)

*(Assignments sent before start of classes)

Week 2 07/06: MMIWG, Gender, 2Qs, and Sexuality

T: [Brandy Montañó, "I Am";](#)
[Benaway, Gwen. "You Have a Woman's Spirit'." *Maclean's*, 2017.](#)

Section: I am Not Your Princess (full section), [#NotYourPrincess: Voices of Native American Women](#)

Chapter 5 "Reclaiming Traditional Gender Roles: A Two-Spirit Critique" *In Good Relation: History, Gender, and Kinship in Indigenous Feminisms*.

***1 Weekly Notes/Vlog due 10am**

R: [This River](#)
[Finding Dawn;](#)

Section: It Could Have Been Me (full section), [#NotYourPrincess: Voices of Native American Women](#)

[LaPenseé, Elizabeth. *Deer Woman: An Anthology*](#)

Chapter 11 "Toward an Indigenous Relational Aesthetics: Making Native Love, Still" In Good Relation: History, Gender, and Kinship in Indigenous Feminisms.

Due: Group 2 R PPT/ Questions

Week 3 07/13: Treaty, Law, Policy & Matrilocal/Governing

T: "Indian Rights for Indian Women," [Our Struggle to Reclaim Treaty Rights for First Nations Women and Their Descendants.](#)

"Emotion Before the Law" *Indigenous Women and Feminism*

"Métis Women's Environmental knowledge and the Recognition of Métis Rights" in [Living on the Land: Indigenous Women's Understanding of Place.](#)

[Lakehead University Faculty of Law Pam Palmater Talk](#)

Due: Group 3 T PPT/Questions

***2 Weekly Notes/Vlog due 10am**

R: "Fighting for Our Birthright," [Our Struggle to Reclaim Treaty Rights for First Nations Women and Their Descendants.](#)

"Imperial Anthropology" *Recovering the Sacred: the Power of Naming and Claiming.*

"Vampires in the New World" *Recovering the Sacred: the Power of Naming and Claiming.*
[Whisper, "Violence Against Native Women is Not Traditional"](#)

Due: Group 4 R PPT/Questions

Week 4 07/20: Land Activism/Sovereignty, Food Sovereignty, & Health/Wellness

T: [Rockburn Presents - Sheila Watt-Cloutier](#)

[Chelsea Vowel, "Indigenization in the Time of Pipelines"](#)

"From the Tundra to the Boardroom to Everywhere in Between: Politics and the Changing Roles of Inuit Women in the Arctic" *Indigenous Women and Feminism*

[Kelsey Leonard, "We Do Not Consent: Native Feminism on the Front Lines of Water Protection"](#)

Due: Group 5 T PPT/Questions

***3 Weekly Notes/Vlog due 10am**

R: ["Sacred Water: Standing Rock"- Viceland](#)

"Native Women and Leadership: An Ethics of Culture and Relationship," *Indigenous Women and Feminism*

"Recovering Power to Slow Climate Change" Recovering the Sacred: the Power of Naming and Claiming.

"Salt, Water, Blood, and Coal" *Recovering the Sacred: the Power of Naming and Claiming.*

Midterms open online D2L 12 am July 24 to 11 pm July 26

Week 5 07/27:

T: [Valerie Segrest, "Food Sovereignty"](#)

[Choctaw Nation of OK, "Wild Onion"](#)

Shawnee, T. "A Perfect Circle Bound in Chains: Creole-NDN Health, Historical Trauma, and Settler-Colonialism." PDF

"Food as Medicine" *Recovering the Sacred: the Power of Naming and Claiming.*

Class Video #1: "Indigenous Women Cooking"

***4 Weekly Notes/Vlog due 10am**

R: [Marcia Anderson-DeCoteau, "Indigenous Knowledge to Close Gaps in Indigenous Health"](#)

"This Is the Life": Women's Role in Food Provisioning in Paulatuuq, Northwest Territories" [Living on the Land: Indigenous Women's Understanding of Place.](#)

Sasakamoose, Jolee, et al. "Miyo-Pimatisiwin Developing Indigenous Cultural Responsiveness Theory (ICRT): Improving Indigenous Health and Well-Being." PDF

Due: Group 6 Class Questions

Week 6 08/03: Arts & Culture Bearing

T: Wieser, Kimberly G. *Texas...to get Horses: Poems.PDF*

[Hearts of our People: Native Women Artists](#)

[Bethany Yellowtail](#)

Special Class Guest: Kimberly Wieser

***5 Weekly Notes/Vlog due 10am**

R: Winder, Tanaya. *Why Storms Are Named after People and Bullets Remain Nameless*.

[Tanya Winder, "For Women and Girls on Fire" Playlist](#)

Section: Pathfinders (full section), [#NotYourPrincess: Voices of Native American Women](#)

Special Class Guest: Tanaya Winder

Due: Group 7 T Class PPT/Questions

Week 7 08/10: Resistance/Resilience & Decolonization

T: Last Class:

[Alex Wilson, "Coming In to Indigenous Sovereignty: Relationality and Resurgence"](#)

"Affirmations of an Indigenous Feminist" *Indigenous Women and Feminism*

Class Video #2: "Indigenous Feminism to me"

Saturday: 08/15: FINAL PROJECTS: CCRP is due online 08/15. No assignments will be accepted after 8pm on 08/15.

FINALS: 08/14

Final exam opens online D2L 12 am August 14 to 11 pm August 17

All assigned readings are required, even if not discussed in class.

Readings should be completed by the day they are listed on the syllabus

The instructor reserves the amend topics on the syllabus as required /fitting to the course.

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. Any individual assignment grade is converted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely and honorific than 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.

Participation and Delivery

Participation as university scholars working together to better our understanding of both historic and contemporary Indigenous issues, cultural sustainability, and critical engagement with and by Indigenous Peoples is imperative to learning and mastering the process of interdisciplinary studies within Indigenous Studies. Participation consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses. Coming to class prepared (books, homework, writing utensils) also qualifies as participation. **Only students present for the discussion will be given the points.** Your participation is mandatory for your individual academic growth and our collective growth as scholars dialoguing our knowledge. *Community* is key in all things. This classroom is a community setting. *For our community to function we must be beholden to reciprocity.*

Delivery This class is delivered via the ZOOM platform on U of C D2L. Class runs synchronistical 12pm-2:25pm every T/R day for the summer semester. Class Discussion/Participation is 10% of your grade (Pass/Fail).

Essays and Paper format: All writing assignments SHOULD engage analytic responses and be MLA, Chicago, or APA formatted, following MLA, Chicago, or APA format layout and citation/works cited formats. Writing quality and content will be graded in the support of your final analysis/intellectual paper project. Your instructor will give detailed instructions before each essay assignment.

Digital Take-Home Midterm & Final Exams: There is no scheduled registrar exam in class. However, students will be responsible for an online (D2L) Midterm and Final exam. Midterms will be held during the 3rd/4th. Finals will be held during the Registered Final Exam week. Both the midterm and final will be open book (meaning students can use their reading, lecture, and note material--- *This does not mean exams may be taken in consultation with other students*). The midterm and final and will comprise all material read, assigned, viewed, and discussed/lectured in class. Your midterm and final exam will be open book and consist of 50 questions in combination of short answer, multiple choice, T/F, and close reading response. Students will have a three-day window to take the midterm, and a three-day window to take the final. This is for your own convenience and comfort. Once you log-on to start the midterm and/or final, students will have a three-hour window to finish the 50 question exam. The 46 hour window to choose a start day and the three-hour exam time limit, (once the exam is started), allows ample time for students who need extra test time, have test anxiety, etc.; while allowing students the opportunity to take the exam in an environment most comfortable to them: home, work, computer lab etc.⁸ We will go over the midterm and final closer to the date of the exam.

Midterms open online D2L 12 am July 24 and close 11 pm July 26.

Final exams will open online D2L 12 am August 14 and close 11 pm August 17.

Revision Policy: Please note: I do not allow revisions on papers. I do meet with students to go over paper drafts. I strongly recommend and encourage you meet with me to go over the rough draft of your final paper projects. While conferences are not mandatory, they are strongly encouraged.

⁸ For students who may need more accommodation and have documentation from student access, please see me for arrangements.

Course work Submissions for Indigenous Studies:

All course work submissions for INDG 397 will be turned in digitally online as specified in the assignments. If for some reason you are unable to submit your work online you may turn your work into Indigenous Studies at SS 756 (Department of Political Science, 7th floor of Social Sciences) during their office hours but no later than the due date deadline. When the office is closed, the brown dropbox is located on the wall beside SS 756.

Attendance and Late Work: Your attendance at every class meeting is required to earn full participation that is 10% of your grade. Absences should be saved for illness, conferences, religious observances, funerals, family/cultural/community events that require your attendance, court dates, and job interviews. Should a medical or family emergency arise that will require your absence in excess of missing three classes, *please notify me as soon as possible*. The instructor reserves the right to drop your final grade one letter grade if you miss more than three classes without notifying the instructor of serious illness or other serious complication(s) prior to the absences or asap after an emergency. Any medical complications should be addressed, and arrangements made with the instructor. If a conflict arises between your obligation to attend class and an obligation to the university, personal, family, or community obligations it is your responsibility to see me in advance, hand in all assignments, and to make up work missed during your absence. *I will happily work with you so we can find a way to success in the course, but communicating will be key.*

Late Work: Assignments (other than the Final paper, midterm, and final exam-these assignments have hard date due limits and will not be accepted late unless other arrangements are made previously), will be penalized with the loss of a third of a grade (an A- to B+) for each business day [not class] that the assignment is overdue. EX: A paper three days late that on time would have earned a score B/76 will earn a score of C/62. **Final papers and exams will not be allowed to be turned in late: unless a previous agreement and deferral of course work form has been agreed upon by the professor and student.**

Classroom Decorum and Respect:

Students and the instructor will seek to foster a community environment that is conducive to scholarly dialogue. This means respect of your peers and instructor is MANDATORY. Respect includes but is not limited to: NO CELL PHONE USE (THIS INCLUDES TEXTING), carrying on conversations while someone is speaking, reading non-class material in class, using gender, classiest, sizest and/or racially biased language, and unapproved electronic devices.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) 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 term work:

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, an Application of Deferral 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-7.html>.

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>.

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 Commissioners 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: askgsa@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>

"We speak together with this trade language of English. This trade language enables us to speak across many language boundaries. These languages have given us the poets..."~ Joy Harjo, (Mvskoke Creek Nation Oklahoma)