

## Course Outline

### **Indigenous Studies 397 – Parallel Narratives: The Stories of Canadian First Nations, Metis, Inuit and Settlers - Past and Present**

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#### **Course Description:**

This course examines key debates within the field of Indigenous and Settler colonial relations and studies. It will explore Indigenous ways of knowing, postcolonial and de-colonization theory and unpack key concepts such as Indigeneity, place/land, myth and history, identity colonialism, de-colonization and Settler society. The course will analyse the historical and contemporary narrative of Canada's First Nation, Metis, Inuit (Aboriginal) and Settler Peoples employing traditional and personal oral histories which may enhance, or diverge from written history and in so doing provide a better appreciation and perspective of Canada's history. The intent of the course is to have students seek a deeper understanding of how the two narratives have produced contrary and often conflicting perspectives on historical and present-day concerns

This course investigates the role of "story" in the perceptions and interpretations of Canadian First Nation, Metis and Inuit identity, history and tradition in relation to colonialism, Settlers, and de-colonisation. It will analyze the parallel experiences (stories) of Canadian Aboriginal Peoples and Settler society and their interpretations and perspectives of Canada's colonial past and related contemporary issues. Students will be introduced to the foundational concepts of Indigenous ways of knowing, understanding and being within the Canadian pre and post-colonial context. They will examine how colonial/dominant cultural structures have interpreted, represented and impacted Aboriginal peoples, material, cultural, demographic and epistemic history and contemporary issues.

#### **Course Objectives:**

Students will develop an awareness of the key debates, concepts and theoretical approaches in relation to Indigenous and Settler colonial studies. They will develop an ability to gather, review, evaluate and interpret research in the area of Indigenous and Settler colonial relations

Successful learners will develop an awareness of Aboriginal peoples' heritage and identity in its diverse and multiple forms, from pre-contact protocols, practice and traditions to its contemporary expression. They will be able to describe and discuss the role of traditional teachings and the impact of colonial/settler society interventions on the First Nations Metis and Inuit identity and inheritance. Students will become familiar with the social, historical and political context of Canadian Aboriginal-Settler relations. They will expand their understanding of the complexity of belonging and living in Canada's multicultural settler society and claims Aboriginal peoples may make on the dominant culture from their position of being the original peoples and caretakers of the land.

**Topics to be discussed include:**

- Historical context and relationship to current issues of Canadian Aboriginal Peoples and Settlers
- Pre and Post Contact Cultural History, Identity and Representation
- Oral Histories as a source of historical knowledge
- Parallel Stories – examination of the representation of the historical relationship between Aboriginal peoples and Settlers and the telling of the dual narrative

**Instruction Methods and format:**

Students are generally assigned one or two readings per class. These will serve as the springboard for classroom discussions on the theoretical concepts related to topics/issues relevant to course material.

The instructor expects all students to come to class having read the assigned readings and to participate in classroom discussion and activities.

A lecture-discussion format is used in this course. The classroom climate is intended to be participatory. Students are expected to draw from their knowledge of and experience with Aboriginal Peoples' issues in class discussions. Assigned material should be read prior to each session and the students are responsible for finding additional material for each topic to contribute to class discussion.

Classes will consist of a combination of:

- Short lectures, intended to facilitate the understanding of readings, to explore their historical and intellectual contexts, and to demonstrate their contemporary relevance;
- Classroom discussions, intended to integrate course concepts and student comprehension;
- Small group discussions, intended to promote collaborative learning;
- Classroom activities, intended to foster learning;

- Multi-media presentations, intended to encourage audio and visual learning; Field trips to cultivate experiential learning (e.g. Nose Hill, Olympic Plaza, Glenbow Museum)

**D2L will be used for this course**

**Assigned readings will be posted on D2L**

**Course requirements:**

**1. In Class Participation: 10%**

Active participation is expected of all students in every session. The mark will be based on the quality of interactions and engagement. Special emphasis will be given to participation (questions and discussion) during student and guest presentations. Class participation points are earned by attending class, responding to questions in class, after-class discussions, and taking an active part in both group discussions and presentation question sessions. It is important to attend class regularly in order to do well in this course. Lectures will undoubtedly cover material that is not found in the readings. Contribution, not participation, is what is of import here. You should be thinking of how you can help those around you to learn, make sense of the material and understand it. Class attendance is important but contribution is more than mere attendance. Learning is not a spectator sport. It requires presence and engagement as well as action.

Participation points may also be lost if attendance is low since it is not possible to participate if not present.

**2. Written Assignments: 10% x 4 total 40%**

The purpose of these papers are to develop writing skills and explore a course topic in more depth, while encouraging students to construct a well-substantiated argument addressing First Nation/Metis cultural history, identity and representation and the possible conflict between First Nation/Metis and Settler relations. Students must relate their topic back to material learned in class, through readings, films, discussions and lectures. Students will be graded on their argument's strength, evidence, clarity, spelling, grammar and adherence to instructions.

Paper #1 Personal Narrative: a 4 page paper that reflects the student's identity in terms of family, community and place. This response should draw connections between the history of colonization and resistance in the articles assigned for the first and second weeks of class and your own family history. In preparation, I would ask students to engage in informal conversations or reflections with/about

their family to assess how their legacy is connected to Indigenous history in North America and/or in their country of origin.

Paper #2, 3 and 4: In these 4 page essays, students will discuss how the field trips exemplified certain concepts and issues of Aboriginal and Settler relations and explore observations gathered during the trips. The student must utilize course and other resource materials that will illustrate both of these perspectives and interpretations of the event or account. (i.e. educational text, journal articles, university press & scholarly books).

These responses should thoughtfully engage with reading across several units in an effort to synthesize ideas from these readings and produce further questions for investigation (questions that might, for instance, lead to a presentation topic and final paper topic).

### **3. Final Project-Oral Presentation: 25%**

Across weeks 5 and 6, students will present to the class for 20 minutes on their final paper/project.

The project must discuss key themes or concepts in the course.

Presentations should give an abstract of the argument, referencing a summary understanding of the concepts and resources from the course that framed this argument, and the questions these concepts and paradigms advanced, which the abstract will attempt to address, answer or redefine.

Each student is required to conduct a 20 minute presentation on their research work. You will be graded on argument strength (critical thinking), evidence, poise, clarity, creativity, and your ability to answer questions about the presentation. You can (and probably should) use power point, but must arrive to class on time in order to load your presentation.

### **4. Paper: 25%**

The final paper is an exercise in synthesizing ideas from across the class and applying them to an object of inquiry. Your object of inquiry could be a historical or contemporary event, an ethnographic encounter, an archival source, or another theme of analysis.

**Paper Guidelines** – *Papers must be typed, double-spaced with 1-inch margins, Times New Roman, 12 font, page numbers.* Since this is a research paper, you must have a minimum of 6 primary sources for your paper, internet sources are

not acceptable. Failure to cite properly constitutes *plagiarism*. Whenever you relate an idea that is not your own, you must provide a citation, whether or not you are paraphrasing. You should use direct quotation for emphasis only.

1. All assignments **must** be submitted electronically via D2L and the Digital Drop-box and a hard copy. There are no exceptions.
2. All work is due by noon on the date set out in the syllabus unless otherwise announced.
3. Late work will be assessed a penalty of 10% per day.
4. D2L will allow for late electronic submission of assignments. It tells me the date and time of your submission. I will use this as the record of submission.

**Grading:** Each student's letter grade is based on a standardized scale using the total points earned for all assignments. Grades are earned – the instructor does not “give” them.

It is not necessary to pass any one component of the course in order to receive a passing grade in the course as a whole.

### Grading System

	<b>Grading Scale</b>
<b>A+</b>	<b>96-100</b>
<b>A</b>	<b>90-95.99</b>
<b>A -</b>	<b>85-89.99</b>
<b>B+</b>	<b>80-84.99</b>
<b>B</b>	<b>75-79.99</b>
<b>B-</b>	<b>70-74.99</b>
<b>C+</b>	<b>65-69.99</b>
<b>C</b>	<b>60-64.99</b>
<b>C-</b>	<b>55-59.99</b>
<b>D+</b>	<b>53-54.99</b>
<b>D</b>	<b>50-52.99</b>
<b>F</b>	<b>0-49</b>

**Late Assignments:** Assignments submitted after the deadline will be penalised with the loss of a 10% for each day late. Failure to submit a course assignment will result in a zero (0) being recorded for that assignment. One day is a standard calendar day, not a class period.

It is the student's responsibility to keep a copy of each submitted assignment. Note: Please hand in your essays directly to your instructor. If it is not possible to do so, a daytime drop box is available

## **Plagiarism:**

Using any source whatsoever without clearly documenting it is a serious academic offense.

You must document not only direct quotations but also paraphrases and ideas *where they appear in your text*. 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 formats.

Please consult your instructor if you have any questions regarding how to document sources.

## **Writing Skills Statement**

Department policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

## **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>

## **Academic Accommodation Policy**

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Student Accessibility Services (220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course. For further information, please see

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

## **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>

## **"SAFEWALK" Program**

Campus Security will escort individuals day or night -- call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

### **Student Representation**

There are now four Arts reps because of the amalgamation, with the email addresses being [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), and [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca). Please contact them if you have questions related to Students Union matters, events, or concerns.

For your student ombudsman, please see

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

### **Faculty of Arts Program Advising and Student Information Resources**

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at [artsads@ucalgary.ca](mailto:artsads@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.
- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them on the 3<sup>rd</sup> Floor of the Taylor Family Digital Library
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

### **A list of helpful resources follows:**

#### **Key Academic Journals:**

International Journal of Critical Indigenous Studies

Settler Colonial Studies

Decolonization: Indigeneity, Education & Society (open-access)

The American Indian Quarterly

Wicazo Sa Review

Aboriginal Policy Studies (open access)

American Indian Culture and Research Journal

Blackfoot Gallery Committee, Glenbow Museum, (2001). *Nitsitapiisinni: The Story of the Blackfoot People*. Key Porter Publisher

Brown, A.K, Peers, L. with members of the Kainai Nation (2007). *Pictures Bring Us Messages: Photographs and histories from the Kainai Nation*. University of Toronto Press

Brown-M.F. (2003). *Who Owns Native Culture?* Cambridge, MA: Harvard University Press.

Chamberlin, J. E. (2003). *If this is your Land, Where are your Stories? Finding Common Ground*. Toronto: Alfred A. Knopf Canada

Crowshoe, R., Manneschmidt, S. (2002). *Akak'stiman: A Blackfoot Framework for Decision-Making and Mediation Processes*. Calgary: University of Calgary Press.

Henley-T. (1996). *Rediscovery: Ancient Pathways – New Directions*. Edmonton: Lone Pine Publishing

Hulan, R, Eigenbrod, R. (2008). *Aboriginal Oral Traditions: Theory, Practice, Ethics*. Winnipeg: Fernwood Publishing

Magocsi, P.R. (2002) *Aboriginal Peoples of Canada: A Short Introduction*. Toronto: University of Toronto Press Incorporated

Saul, J. R. (2008). *A Fair Country: Telling Truths about Canada*. Toronto: Penguin Group

Smith, L.T., (1999) *Decolonizing Methodologies*, New York: Zed Books