University of Calgary
Department of Communication, Media and Film

COMS 401 (L02): Special Topics in Communication and Media Studies (Indigenous Media)

WINTER 2021: January 11 to April 14 (February 14-20, April 5)

Lecture: M/W 14:00 to 15:15
(Lectures will be in synchronous Zoom sessions on Mondays & Wednesdays)

IMPORTANT NOTE ON COURSE DELIVERY FOR WINTER 2021:

This Winter 2021 course will be offered entirely online as part of the University's plan to ensure everyone's safety during the Covid-19 pandemic. Please read the outline carefully to see which course components will be offered synchronously (where you are expected to participate at the usual scheduled course time) and which components will be offered asynchronously (to be completed on your own time). Synchronous course sessions will normally be hosted on Zoom, a video-conferencing program. To access scheduled Zoom course sessions, go to D2L, click on the COMMUNICATION tab, and select Zoom 5 or 10 minutes before class is scheduled to begin.

If you will not be able to participate in scheduled synchronous class sessions owing to time differences, then you should arrange to take this course when it is offered in person in the future.

Note that the time indicated on course outlines for all timed quizzes and exams in CMCL, COMS, and FILM courses includes 50% extra time to allow for technical difficulties.

Instructor:	Maria Victoria Guglietti
Email:	mvguglie@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	By appointment over Zoom

Course Description
The course will focus on Indigenous media, with a special emphasis on issues of Indigenous representation in photography, documentary and film. The class will also discuss the development of Aboriginal Peoples Television Network (APTN), Indigenous journalism, new media and gaming, and the rise of the "New Media Nation" in the early 21st century.

Additional Information
The weekly schedule of topics and readings can be found at the end of this outline or on D2L.

- Narrated PowerPoint presentations posted on D2L on Mondays at noon.
- In order to make the Zoom discussion more manageable, **students will be divided in two groups (A and B) during the first week of class and, once again, on week 7**. Each group will be assigned a meeting day (either Mondays OR Wednesdays) during the scheduled hours (14:00 to 15:15). Zoom sessions will be recorded and posted on D2L.
- All remaining communication will be made available via D2L in written or audiovisual form.

The weekly schedule of topics and readings can be found at the end of this outline or on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

Objectives of the Course
By the end of this course, students should be able to

1. examine Indigenous representation in both Indigenous and mainstream media from a perspective informed by the reading of Indigenous scholars.
2. analyse the interrelation between mainstream culture, power and media technology in the development of Indigenous media.
3. evaluate the contribution of Indigenous media to Indigenous representation within and beyond Indigenous communities.

Textbooks and Readings

Alia, V. (2009). Outlaws and citizens: indigenous people and the 'New Media Nation.' *International Journal of Media & Cultural Politics*, *5*(1/2), 39–54. https://doi-org.ezproxy.lib.ucalgary.ca/10.1386/macp.5.1-2.39_1

Burrows, E. (2018). Indigenous media producers' perspectives on objectivity, balancing community responsibilities and journalistic obligations. *Media, Culture & Society, 40*(8), 1117-1134.https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1177_0163443718764807

Dowell, K. L. (2013). Cultural protocol in Aboriginal media. In *Sovereign screens: Aboriginal media on the Canadian West Coast*. *https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1420465&ppg=163*

Evans, M. R. (2008). Netsilik and Nanook vs. Nunavut. In *Isuma: Inuit video art*. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3331944&ppg=155

Ginsburg, F. (1991). Indigenous media: Faustian contract or global village? *Cultural Anthropology, 6*(1), 92-112. http://www.jstor.org/stable/656496

Henzi, S. (2016). "A necessary antidote": Graphic novels, comics, and Indigenous writing. *Canadian Review of Comparative Literature / Revue Canadienne de Littérature Comparée 43*(1), 23-38. doi:10.1353/crc.2016.0005.

Hopkins, C. (2006). Making things our own: The Indigenous aesthetic in digital storytelling. *Leonardo,39*(4), 341-344. http://www.jstor.org/stable/20206265

LaPensée, E. & Kinder. J. (2020). Our stories about extraction: A brief interview with Elizabeth LaPensée. *MediaTropes, 7*(2). https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_doaj_primary_oai_doaj_org_article_48b83d4d87d4428c84cd74a792cd8475

Lewis, J. E. (2014). A better dance and better prayers: Systems, structures, and the future imaginary in Aboriginal new media. In 2Bears, J., Pechawis, A., Lewis, J.E., Foster, S., Hopkins, C, L'Hirondelle, C. & Loft, S. (2014). *Coded Territories: Tracing Indigenous Pathways in New Media Art*. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/448826

Payne, C. & JThomas, J. (2002). Aboriginal interventions into the photographic archives: A dialogue between Carol Payne and Jeffrey Thomas. *Visual Resources, 18*(2): 109-125. doi: 10.1080/01973760290011789

Roth, L. (2005). Introduction. In *Something new in the air: The story of first peoples television broadcasting in Canada*. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3331586&ppg=30

Valaskakis, G. (1994). Rights and warriors: First Nations, media and identity. *Ariel, 25*(1), 60. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_proquest_journals_1297344699

Learning Technologies and Requirements
& Policy on the Use of Electronic Communication Devices

This is an online course. In order to complete online (or blended) courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external);
- A microphone and speaker (built-in or external), or headset with microphone.

Most current laptops will have a built-in webcam, speaker and microphone. If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact the university's IT department. For more information, see https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html

Instructors may arrange to record synchronous zoom class sessions for lesson capture; however, students are not to share recordings with others. Please carefully review the section on Instructor Copyright at the end of this outline.

Assignments and Evaluation

Weight	Assessed Components	Due
8%	**Reflection on Indigenous media** (individual assignment-audiovisual) Students will produce a 5' video narrative (i.e. narrated ppt, QuickTime movie, etc.) in which they will reflect on their own experience of consuming an Indigenous media text.	Jan. 29 by 11:59PM (dropbox)

30%	**Midterm** (individual assignment- take-home approx. 3-5 pages long). The midterm will combine short and long answers based on the analysis of a paper discussing Indigenous media in light of the readings discussed in class. Further instructions will be posted on D2L by Week 2.	Feb. 12 by 11:59PM (dropbox)
27%	**Group Activities** (self-assigned groups of 4, written questionnaire) In groups of four, students will remotely collaborate to complete three open book assignments, each will require the critical analysis of a case study. Instructions will be posted a week before the deadline. Students will have the chance to form groups online the first week of class. Each group assignment is 9%. Further instructions will be posted on D2L.	Feb. 4, March 4 & 25 by 11:59PM (dropbox)
25%	**Research essay (individual, 1800-2000 words)** Students will research and critically analyse an instance of Indigenous media. The essay will describe and examine the relationship between mainstream culture, power, media technology and Indigenous values in light of the readings discussed in class. A more detailed rubric will be posted on D2L by Week 4.	April 8th by 11:59PM (dropbox)
10%	**Final reflection (individual, written assignment, 800-1000 words)** Students will revisit both the Indigenous media text they discussed in January and their reflection of it with the objective of reflecting on their learning during the term. In addition, students will review their early experience with Indigenous media. The questions students will address in their essay are: 1. What are your views of the Indigenous media text you discussed early in the term? 2. Now that you revisited the text, has your experienced of it changed? Explain. 3. What are the notions, readings and/or experiences learned in class that contributed to your more recent experience of the text?	April 15th by 11:59PM (dropbox)

Registrar-scheduled Final Examination: No

Note: You do not have to complete all the assignments and exams in order to receive a passing grade in this course.

If you miss a required course component, please contact your instructor as soon as possible.

Submission of Assignments
Please submit all assignments electronically by uploading them to the designated D2L dropbox (unless instructed otherwise in the assignment guidelines). Include your name and ID number on all assignments. It is your responsibility to keep a copy of each submitted

assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the ***Freedom of Information and Protection of Privacy (FOIP) Act***. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Policy for Late Assignments
Assignments submitted after the deadline will receive a 0.

*The Day of Grace: One day of grace is available to all students to cover unforeseen problems that prevent them from meeting a deadline such as computer crashes, vehicle breakdowns, lack of printer ink or money, unexpected family obligations, etc. Students may use this day ONLY ONCE during the semester. Students using this day of grace must upload the assignment by 4:30 pm the next calendar day to avoid a late penalty and write "grace" on their subject line. It should be noted that assignments handed in this manner may be returned 1-2 classes later than those submitted on the due date

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

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*: https://www.ucalgary.ca/pubs/calendar/current/m-1.html. Also see FAQs for Students: https://www.ucalgary.ca/registrar/registration/appeals/student-faq

Expectations for Writing
Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

Grading & Department of Communication, Media and Film Grade Scale
The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, final grades are reported as letter grades. All other assignments (exams, group presentations and group activities) will receive a percentage grade.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations*
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

Plagiarism
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. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

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. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin**. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at https://ucalgary.ca/student-services/student-success/writing-support or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to https://success.ucalgary.ca/home.htm

Instructor Intellectual Property & Copyright Legislation
Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized 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.

Academic Misconduct
For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at http://www.ucalgary.ca/pubs/calendar/current/k.html

Research Ethics
Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics

Deferrals of Course Work and Requests for Reappraisal
For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar:* https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html

Student Support Services and Resources
Please visit https://www.ucalgary.ca/registrar/registration/course-outlines for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit http://elearn.ucalgary.ca/desire2learn/home/students. IT support is available at itsupport@ucalgary.ca or by calling 403-220.5555.

Schedule of Lecture Topics and Readings

	Mondays OR Wednesdays 14:00 – 15:15 via Zoom
Week 1 Jan. 13 (no Zoom meeting on Jan. 11)	**Asynchronous components:** Introduction to class and assignments (video) Indigenous representation: Valaskakis, G. (1994). Rights and warriors: First Nations, media and identity (reading and recorded lecture) **Synchronous component:** Zoom discussion (everyone participates-January 13) **Assignment:** familiarize with the D2L site
Week 2 Jan. 18 & 20	**Asynchronous component:** Indigenous representation: Ginsburg, F. (1991). Indigenous media: Faustian contract or global village? (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: January 18; Group B: January 20)
Week 3 Jan. 25 & 27	**Asynchronous component:** Indigenous peoples and documentary: Evans, M. R. (2008). Netsilik and Nanook vs. Nunavut. In *Isuma: Inuit video art*. (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: January 25; Group B: January 27) **Assignment:** Reflection on Indigenous media due January 29 by 11:59PM
Week 4 Feb. 1 & 3	**Asynchronous component:** Indigenous photography: Payne, C. & Thomas, J. (2002) Aboriginal interventions into the photographic archives: (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: February 1; Group B: February 3) **Assignment:** Group activity 1 due Feb. 4 by 11:59PM
Week 5 Feb. 8 & 10	**Asynchronous component:** Indigenous film and experimental video: Dowell, K. L. (2013). Cultural protocol in Aboriginal media. In *Sovereign screens: Aboriginal media on the Canadian west coast*. (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: February 8; Group B: February 10) **Assignment:** Midterm due Feb. 12 by 11:59PM
Week 6 Feb 15 & 17	**Family day and Reading day- No classes**
Week 7 Feb. 22 & 24	**Asynchronous component:** Roth, L. (2005). Introduction. In *Something new in the air: The story of first peoples television broadcasting in Canada*. (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group exchange- Group A: February 22; Group B: February 24)
Week 8 Mar. 1 & 3	**Asynchronous component:** Indigenous journalism: Burrows, E. (2018). Indigenous media producers' perspectives on objectivity, balancing community responsibilities and journalistic obligations (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: March 1; Group B: March 3) **Assignment:** Group activity 2 due March 4 by 11:59PM
Week 9 Mar. 8 & 10	**Asynchronous component:** Indigenous media art: Hopkins, C. (2006). Making things our own: The Indigenous aesthetic in digital storytelling. (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: March 8; Group B: March 10)
Week 10 Mar. 15 & 17	**Asynchronous component:** Indigenous new media: Lewis, J. (2014). A better dance and better prayers: Systems, structures, and the future Imaginary in Aboriginal new media (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: March 15; Group B: March 17)

Week 11 Mar. 22 & 24	**Asynchronous component:** Indigenous video games: LaPensée, E. & Kinder, J. (2020). Our stories about extraction: A brief interview with Elizabeth LaPensée. (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: March 22; Group B: March 24) **Assignment:** Group activity 3 due March 25th by 11:59PM
Week 12 Mar. 29 & 31	**Asynchronous component:** Indigenous online activism: Alia, V. (2009). Outlaws and citizens: indigenous people and the "New Media Nation" (reading and recorded lecture) **Synchronous component:** Zoom discussion (Group A: March 29; Group B: March 31)
Week 13 April 7	**Asynchronous component:** Henzi, S. (2016). "A necessary antidote": Graphic novels, comics and Indigenous writing. (reading and recorded lecture) **Synchronous component:** Zoom discussion (Everyone meets April 7) **Assignment:** Research essay due April 8 by 11:59PM
Week 14 Apr. 12 & 14	**No classes- Time dedicated to complete final reflection due April 15th @ 11:59PM via dropbox**