



International Indigenous Studies Program

Website: <https://arts.ucalgary.ca/international-indigenous-studies>

Spring/Summer 2023

INDG 397.15: Topics in Canadian Indigenous Studies (Contested Indigenous Pasts)

HTST 398.4: [Topics in History \(Contested Indigenous Pasts\)](#)

Pre/Co-Requisites: None	
Instructor: Dr. Gretchen Albers	Lecture Location: SA 147
Phone: (403) 918-0480	Lecture Days/Time: Tue/Thurs 9 a.m. to 11:45 a.m.
Email: gretchen.albers@ucalgary.ca	
Office: SS 656	Office Hours: Thursdays 1 p.m. to 3 p.m., or virtually by appointment
Instructor Email Policy: Instructor will respond to emails within 24 hours.	

COURSE DESCRIPTION

In this class, we'll look at the ways in which historical research about Indigenous pasts, including oral histories, comes into the contested spaces of courts, regulatory bodies, and tribunals. This course will examine the progression of historic land and treaty rights claims over the last five decades (1970s—), the evolving recognition of the need to consult with Indigenous communities, and the continuing issues and contentious aspects of this work.

COURSE OBJECTIVES & LEARNING OUTCOMES

The International Indigenous Studies and History Programs have a range of capacities and critical thinking skills that our Majors will develop over the course of their degree. This course sets you on the pathway to achieving them.

For the full list of program learning outcomes expected at the end of the degree, please see:

<https://arts.ucalgary.ca/international-indigenous-studies/about/program-statement>

After completing this course, students will have a grounding in the historical basis for Aboriginal land claims, treaty rights, and Indigenous communities' rights over their traditional territories. This is a rapidly evolving landscape, and this class aims to give students a basis for understanding the developments that will continue to unfold. Through the guest lecturers in this course, students will be exposed to professionals (lawyers, researchers, historians, political scientists) working in diverse areas of Indigenous claims. Through writing weekly responses to our reading material, students will learn to prepare for robust discussions about contentious issues, and in our classroom time, they'll learn to handle the discussion of these topics with maturity and care for others. In the major writing assignment

for this class, students will be expected to engage with a cache of archival and other sources, learning to analyze historical data. They will take this raw material and—while appropriately referencing and citing it—they will craft a narrative that can appeal to a diverse, non-academic audience. We’ll work on how to transform historical research into a compelling story. Our textbook and final exam will bring us to a broader field of understanding: the international context of Canadian claims.

REQUIRED TEXTBOOKS

1. Arthur J. Ray, *Aboriginal Rights Claims and the Making and Remaking of History* (Montreal & Kingston: McGill-Queen’s University Press, 2016). ***Please note: this book is [available online through University of Calgary library](#) ***
2. Readings posted on D2L.

COURSE COMPONENT WEIGHTS & DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Reading Responses (6)	30%	May 9; May 16; May 23; May 30; June 6; June 13
“Diverse Audiences” Historical Narrative	40%	June 15
Final Take-Home Exam: The International Context of Canadian Claims	30%	June 21
Total	100%	

If a student misses a required course component, please get in touch the instructor as soon as possible (see Late Penalties).

COURSE SCHEDULE & TOPICS

DATE	TOPIC	READINGS
Thurs., May 4	Intro / The International Context of Canadian Claims	Ray, Ch. 1 (“Taking Indigenous Peoples’ Lands”)
Tues., May 9	The Specific Claims Tribunal (guest speakers: Steve Carey and Sheryl Manychiefs, partners, Maurice Law)	Ray, Ch. 2 (“The United States Indian Claims Commission”); Ray, Ch. 3 (“Litigating and Negotiating Native Title and Treaty Rights in Canada”) *Reading Response 1 Due*
Thurs., May 11	Specific Claims; Roots, Present-Day, and “Diverse Audiences” Historical Narrative Assignment Overview. <i>Class discussion on RR #1.</i>	Readings on D2L.
Tues., May 16	Oral History & Indigenous Claims. <i>Class discussion on RR</i>	Ray, Ch. 5 (“The Waitangi Tribunal and New Zealand History”); Readings on D2L.

	#2.	*Reading Response 2 Due*
Thurs., May 18	Oral History & Indigenous Claims / Indigenous People & National Parks (guest speaker: Sabina Trimble, research director, Willow Springs Strategic Solutions)	Readings on D2L.
Tues., May 23	Métis Legal Issues <i>Class discussion on RR #3</i>	Ray, Ch. 7 (“The Métis in Court: Problems of Discrimination, Identity, and Community”); Readings on D2L *Reading Response 3 Due*
Thurs., May 25	Métis & Land Tenure in Alberta (guest speaker: Peter Fortna, owner, WSSS)	Readings on D2L.
Tues., May 30	Truth & Reconciliation; Residential Schools <i>Class discussion on RR #4.</i>	Ray, Ch. 6 (“Redressing Race-Based Dispossession in South Africa”); Readings on D2L *Reading Response 4 Due*
Thurs., June 1	Truth & Reconciliation; Residential Schools	Readings on D2L.
Tues., June 6	Traditional Territories & Indigenous Rights <i>Class discussion on RR #5.</i>	Ray, Ch. 4 (“Anthropologists, Historians, and the Title Claims of Aborigines in Australia”); Readings on D2L. *Reading Response 5 Due*
Thurs., June 8	Traditional Territories & Indigenous Rights / Cumulative Effects (guest speaker: Tim Clark, owner, WSSS)	Readings on D2L.
Tues., June 13	Indigenous Claims & the Future <i>Class discussion on RR #6.</i>	Ray, Ch. 8 (“Courts, Commissions, and Tribunals as Forums for Interpreting and Making History”); Readings on D2L. *Reading Response 6 Due*
Thurs., June 15	Indigenous Claims & the Future / Specific Claims, Reformed? (guest speaker: Carly Fox, owner, Fox LLP)	Readings on D2L. *“Diverse Audiences” Historical Narrative Due* Final Take-Home Exam Questions Distributed

Please note that the above schedule is tentative and may change as the need arises.

ASSIGNMENTS

- 1. Reading Responses. 30%.** The six reading responses are due weekly, on Tuesdays (dates included in course schedule, above). The reading responses will be one to two pages (double-spaced) in length. They will form the basis of the class discussions and your participation grade, and will have the added benefit of helping to prepare you for the take-home final exam. Your reading response must incorporate *all* of the reading material assigned for that Tuesday (i.e., Ray chapter(s), plus D2L readings, if assigned).

Your reading responses should have at least one of the below four components (Q2C2). Feel free

to divide the response into four paragraphs or mini-sections, to provide structure, and to choose just one of these four components per week, or address more than one:

- a. **Quote:** Choose a specific quotation from the readings. Explain why this quote resonated with you. Did it make you question any ideas or assumptions you might have had?
- b. **Question:** What questions were raised when reading these texts? Was there something you did not understand, or would like to understand better? Is there a question that you'd like to pose to the author(s)?
- c. **Comment:** Comment on a particular section of the readings. Do you agree with the author or disagree? Why?
- d. **Connect:** Do you see a connection to another reading or topic discussed in class? What is the connection? What similarities and differences do you see?

You'll need to be prepared on the day that the responses are due to talk about/explain why you chose the quote, question, comment, or connection you wrote about. On the Tuesdays when the assignments are due (with the exception of Week 1, when we will have our classroom discussion on Thursday), we will break into smaller groups to discuss what we've written about in our reading responses, and then report to the larger group and discuss further.

2. **"Diverse Audiences" Historical Narrative. 40%.** See below (essay/research paper).
3. **Take-Home Final Exam. 30%.** See below (final exam).

ESSAY/RESEARCH PAPER

"Diverse Audiences" Historical Narrative

Our major writing assignment for this course will be a historical narrative, crafted for an audience of your choosing. Details about the assignment overall and the three types of Treaty claims will be discussed on Thurs., May 11. We will be examining some of the primary sources from each example in-depth during group classwork during other days, too.

For your writing assignment, you will first choose one of the following historic claims:

- a. **A surrender claim:** concerning the surrender of reserve land for a Treaty 7 First Nation;
- b. **A treaty annuity claim:** about the denial of treaty annuity payments (the payments per individual each year promised under treaty) to a Treaty 6 First Nation after the 1885 North-West Rebellion;
- c. **A treaty agricultural benefits claim:** about the farming tools and animals that were promised to a Treaty 4 First Nation under treaty, and what that First Nation did (or didn't) receive.

On D2L, a bundle of historical / archival materials will be made available for each of the three options, along with some suggestions for secondary sources (for context).

Your assignment, which is due on the last day of class (June 15), will be to analyze the entire bundle of historical / archival materials for your chosen claim, *along with at least 2 of the suggested secondary works* for context. You will appropriately cite these materials when you craft a historical narrative that is suitable for your audience.

Some Q&A:

- **What do you mean, a “historical narrative”?** A narrative presents the **facts** of the case, but does so in a way that can engage and “grab” a non-academic audience, or a non-specialist. In other words, you will use the primary source material and secondary sources to **tell a good story**.
- **Who is my non-academic audience?** You tell me! You are going to choose your audience. Are you writing this up for the readership of a newspaper or a magazine? Are you writing a script for your next podcast episode? Or a script for an animated short? Are you giving a public presentation, to an Indigenous community who wants the in-depth facts of their claim brought to life, or to a judge, who wants to hear and feel compelled by the historical facts (but not fall asleep)? Are you turning the historical facts of a claim into a graphic novel for young adults?
- **What is the format of this narrative?** This will depend on the audience you’ve chosen. Perhaps a feature-length magazine or newspaper article, or a podcast script, will take the form of a word document, 6–8 double spaced pages (and look a bit more like a traditional term paper). Graphic novels can be created on paper or software (there are some apps online, google “comic maker” or “comic strip maker”), and it should have at least 8 panels. A presentation format (created in Canva, or PowerPoint, or Google slides) should involve at least 15–20 slides. *For whatever format you’ve chosen, you will need to include a brief paragraph at the outset of your project explaining to me who your audience is!*
- **What are the “absolute” requirements?** You will be graded on how well you crafted a narrative: whether you appropriately used the sources to tell a good story. Grammar and spelling will come into play here—you want your narrative to be as polished as it can be. You’ll be assessed on how skilfully you analyzed the archival material and other sources provided for your chosen claim, and how seamlessly you integrated these historical materials with the context provided *in at least 2 of the secondary source essays/articles/book chapters suggested*. You are welcome, as well, to cite materials that we’ve used in class. That means: *citing your sources* is an absolute requirement, no matter what format you’re using. If your chosen format resembles more of a term paper, this should involve traditional footnotes (using Chicago) and a Works Cited. If your format is different (a presentation, a comic strip, a graphic novel, or “other”), you should include a separate “sources” document (one-page), where you list your sources. (For example: a Google slides presentation would be turned in along with a separate Word document that lists, in one page, the slides in order and the sources you drew on to create that slide; a graphic novel would be accompanied by a Word document that lists, in order, the panels and cites the sources you used to craft that panel).
- **What are some other things to think about?** I welcome your creativity in this project. If you’re

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using a presentation-type format, think about presenting some data visually (perhaps a chart/graph). Whatever you've chosen to do, part of my assessment will involve how well your end result matches the audience you chose.

Grading rubrics for this and other assignments will be available in D2L.

PARTICIPATION

This course will be heavy in discussion and small-group work within class time. As such, participation is expected. Your participation will be assessed through the reading responses that you turn in on our six successive Tuesdays. I expect that preparing these responses will enable you to participate actively in group discussion. At other points in our class, we will get together in smaller groups to analyze primary sources (historical documents), materials from tribunals and commissions, or to discuss guest speakers and video clips.

FINAL EXAMINATION

Our final exam will be take home, open book, and the questions will be distributed on the last day of class (with the exam due back to me by June 21st). The format will be long answer. This exam is worth 30% of your grade.

You will be given four questions, out of which you will choose two to answer, and the total exam should encompass 5 to 6 double-spaced, typed pages (or about 3 pages per answer).

WRITING STATEMENT

Written assignments are often required in International Indigenous Studies courses, 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 services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

See also: [*The History Student's Handbook*](#).

GRADING SCALE

The International Indigenous Studies Program uses the percentage conversion scale below. **Students enrolled in this course as HTST will be marked using this same scale rather than the one that the History Department uses.** 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)	B+ (80-84.99)	C+ (65-69.99)	D+ (53-54.99)
A (90-95.99)	B (75-79.99)	C (60-64.99)	D (50-52.99)
A- (85-89.99)	B- (70-74.99)	C- (55-59.99)	F (0-49)

These are the grade ranges and specific numeric values I assign to letter grades on D2L. An A+ is solely honorific, meaning that its grade point amount is the same as an A (4.0). I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity, and originality.

LATE PENALTIES

A late penalty of one-half a grade (e.g., A to A-) will be assigned for each day an assignment is late.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please email to make a Zoom appointment.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a meeting outside of these hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is disruptive to others and will not be tolerated.

MENTAL HEALTH SUPPORTS

International Indigenous Studies covers topics that can have elements that are emotionally difficult to talk about. The INDG website contains supports and resources for students that can be accessed both on and off campus.

I expect that all students will conduct discussions in a way that is respectful to others in the class, and will recognize that for many people the issues we discuss are lived experiences, not merely academic points of debate.

<https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus>

Other information:

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

PLAGIARISM

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- ◆ Failing to cite sources properly
- ◆ Submitting borrowed, purchased, and/or ghostwritten papers

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- ◆ Submitting one's own work for more than one course without the permission of the instructor(s) involved
- ◆ Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). 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.

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 [Student Accessibility Services](#).

RESEARCH ETHICS

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including 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 course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All 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](#).

COPYRIGHT OF EDUCATIONAL MATERIALS

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act

regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

FREEDOM OF INFORMATION & PROTECTION OF PRIVACY

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

MEDIA RECORDING IN LEARNING ENVIRONMENTS

◆ Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

◆ Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

◆ Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) "Examinations and Student Assignments."

◆ Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) "Draft Documents & Working Materials."

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

OTHER USEFUL INFORMATION

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Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- ◆ Wellness and Mental Health
- ◆ Student Success
- ◆ Student Ombuds Office
- ◆ Student Union (SU) Information
- ◆ Graduate Students' Association (GSA) Information
- ◆ Emergency Evacuation/Assembly Points
- ◆ Safewalk
- ◆ Campus Security 220-5333