
ANTH 355 (LEC01)
Indigenous Peoples in Canada:
Contemporary Indigenous Perspectives
GFC Hours 3-0

Instructor: Angie Tucker **Lecture Location:** Remote Delivery

Lecture Days/Time: Tuesday 10-11:15
Thursday 10-11:15

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Office Hours: By Appointment via Zoom

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The University of Calgary is situated within Treaty 7 and the traditional territories of the Niitsitapi from the Blackfoot Confederacy, including the Siksika, Piikani, and Kainai Nations; the Îyârhe Nakoda of the Chiniki, Bears paw, and Wesley Nations; and the Dene of the Tsuut'ina Nation. Southern Alberta is also home to the Métis Nation of Alberta, Region 3.

Calgary is located where the Bow River meets the Elbow River. This site has long been called Mohkinstsis by the Blackfoot, as well as Wîchîspa by the Nakoda, and Guts'ists'i by Tsuut'ina.

Please watch this short video about Indigenous relationships with the land in this place by listening to the words from Elders/knowledge keepers from the Treaty 7 area :

<https://www.youtube.com/watch?v=7re1r0FY-4Y>

YOUR INSTRUCTOR

ᑕᑭᑦ *tânsi*, and ᑕᑭᑦᑯᑦ *tawâw*. Hello, and welcome to Indigenous Peoples in Canada: Contemporary Indigenous Perspectives. I am honoured to be on this collaborative journey with you. My name is Angie Tucker and I am a Métis (Michif) scholar whose family comes from the historic Red River area in Manitoba. I am a member of both the Manitoba Métis Federation and Métis Nation of Alberta and am connected with the Spence, Hallett, Murray, Parenteau, Norquay and Morwick families. I hold a B.A. in Anthropology from Mount Royal University, where I assessed social perceptions of race, contemporary indigeneity, and media portrayals of missing and murdered Indigenous women. I further hold an M.A. in Cultural Anthropology from University of Calgary. My ethnographic fieldwork uncovered how the residents of Buffalo Lake Métis Settlement in Alberta have continued to articulate and practice forms of Métis belonging. I examined both the complex role of ‘land’ and the category of ‘community’ as vital components in the transmission and continuation of cultural knowledge. Today, I am a Ph.D Candidate at the University of Alberta in the Faculty of Native Studies. My work has centred on the importance of community-based research and how privileging Indigenous knowledge and methodologies in research promotes not only wellness, but kinship, community solidarity and self-governance. Using Indigenous feminist perspectives, and the relational teachings of *wahkohtowin*, my dissertation focuses on the experiences of Métis women who lived in Poplar Point/Portage la Prairie in southwestern Manitoba following the Second World War to better understand our contemporary diversity. Over time, Métis people have had to experience and navigate colonial pressures on the prairies, and this has resulted in a variety of responses to ever-changing social, political and economic realities. These pressures have affected how we see ourselves as Métis people today. I am currently also working for the Rupertsland Institute and Métis Nation of Alberta exploring Metis kinship principles and historic Metis adoption practices and a co-producer Métis Confessions, a live story-telling event that centres on the importance of decolonizing Indigenous sex, sexuality and gender using decolonial, politic, humorous, creative, feminist, queer perspectives through Indigenous spoken word, personal narrative, erotica fiction, burlesque, drag, live music, and short theatre performances.

COURSE GUIDELINES

Our classroom provides an open space for the critical and civil exchange of diverse thoughts and ideas. As such, some readings and other oral content found within this course may include topics that some students may find offensive and/or traumatic. As a community of responsible and respectful people, I ask that we work together to create an atmosphere of mutual respect, sensitivity, and understanding.

We must also strive to use appropriate terminology in this course and ask to first prioritize how Indigenous peoples identify themselves: (Nehiyawak/Cree, Niitsitapi/Blackfoot, Michif/Métis etc.) as descriptors of their own history, language and identity. If we are unsure of a person’s Indigenous affiliation, I ask that we adopt the generic term of ‘Indigenous’, unless we are referencing their inclusion within government policy using the specific terms found within the Indian Act.

COURSE DESCRIPTION

This course will enact an approach that privileges Indigenous kinship-based learning and will embody the Indigenous values of respect, reciprocity, relevance and responsibility. This course strives to bring the contemporary perspectives of Indigenous peoples into the academy, and seeks to introduce learners to Indigenous epistemologies and pedagogies. Through the introduction of issues such as: power in the field of Indigenous research and studies, the problems of Indigenous recognition and identity, traditionality, gender, and the categories of land, time and of space, we will engage with the voices and perspectives of Indigenous theorists, scholars, knowledge-keepers, and artists.

Through Indigenous pedagogy of the 4 Rs* and a “flipped classroom” model**, students will be engaged in a community based project that will strengthen their understanding about the richness and diversity of Indigenous peoples, Nations and cultures in Canada. Students will also be assigned to one of 9-10 groups/community of learners. Each community of learners will collaborate on creating and delivering a classroom presentation/discussion surrounding the weekly topics.

*Kirkness, V. J. and R. Barnhardt (2001). First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility. In *Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations*. R. Hayoe and J. Pan. Hong Kong, eds., Comparative Education Research Centre, The University of Hong Kong.

**A “flipped classroom” model is one that is structured around the idea that lecture or direct instruction is not always the best use of class time. Instead, students will engage with information before class, allowing more time for activities that are more collaborative and involve higher order thinking.

Prerequisite(s): The prerequisite for this course is ANTH 203.

REQUIRED READINGS AND TEXTBOOKS:

Vowel, Chelsea. 2016. Indigenous Writes: A Guide to First Nations, Métis, & Inuit Issues in Canada. High Water Press.

Although I have placed a request to the bookstore and library, this book may not be available in time. You can access this book through Amazon or Indigo for around \$30.00, or you can opt to pay under \$15.00 for the Kindle Edition or Audiobook ** (Price as of August 10, 2022 – subject to change).

There are also a number of required videos/readings/blogs from the relevant literature, and the links are provided here in the Schedule. Please note that you must be prepared to discuss the videos/readings/blogs during class presentations on Thursdays.

REQUIRED TECHNOLOGY

As this course will be delivered remotely, students will require access to a computer with internet access, working microphone, sound and a camera. In addition, students will require access to a word processor and PowerPoint.

LEARNING OUTCOMES:

The Department of Anthropology and Archaeology is committed to student knowledge and skill development.

Upon completion of this course, students should be able to:

1. Effectively approach Indigenous studies, research, or other Indigenous projects implementing Indigenous theory and methods that privilege Indigenous world-views and ways of knowing.
2. Discuss, in an informed way, historic and contemporary issues that affect Indigenous peoples in Canada.
3. Describe the dynamics, ideologies, and policies of settler colonialism.
4. Understand Indigenous perspectives on identity, ontology, and epistemology.
5. Critically use this applied knowledge to strengthen arguments both within and outside of Indigenous studies.
6. Develop a range of inter-disciplinary skills for critical and comparative analyses as required in social sciences.
7. Strengthen their writing as they conduct self-directed research and compile relevant information.
8. Work collaboratively as a community of learners.
9. Present information and ideas through online conversations and engaging in class discussions.
10. Develop leadership skills by directing classroom discussions.

COURSE REQUIREMENTS AND ASSESSMENT

If you desire to be successful in this course, you must attend class. Your course work is inclusive of the readings, the lectures, and the conversations that we have on Thursdays.

1. Land Acknowledgement Assignment: 10% of Final Grade

As we have discussed in class, write a thoughtful land acknowledgment that is inclusive of the Land, Indigenous history, and identity of Treaty 7, Métis Nation Region 3 (and those others who call this place home). This should be a minimum of 2 pages double spaced. **Assignment due at 11:59PM via D2L Dropbox on Sept 20, 2022.**

2. Group Assignment/Community of Learners: 30% of Final Grade

Students will be split into groups of 6-7 people and will develop a 30 minute presentation based on the topic that coincides with the weekly lectures. Be prepared to provide a recap of the week's readings, provide additional examples, and prepare key points for discussion. The group is also expected to direct the conversation over the course of their designated seminar through the preparation of questions using the readings from that week. These presentations will occur on Thursdays. We have responsibilities to our group members, and we must be respectful of each other's time, contributions and desire to do well. We also have the responsibility to witness the information that is being presented by our classmates. Therefore, this grade is divided into three

sections: 10% for the presentation itself, 10% for your contributions to the project (as determined by both a self-assessment and group members' assessments) and 10% towards your presence and contribution to discussions on the days that you are not presenting. This last 10% is your participation grade for the class.

The structure of this group presentation is entirely up to your group. You can use platforms such as PowerPoint or Prezi, but do not feel as though that is the 'right' method, nor is it required – we will all benefit from your creativity and passion, so I encourage using anything that best supports this.

Things I will look for in your groups presentations:

- Demonstration of understanding and interpretation of the readings for the week and of the resources that have been presented over the semester (things like class discussion, activities, readings, literature, films, and so on)
- Evidence of original thought and ideas
- Clarity of presentation and material
- Creativity
- The ability to ask strong questions about the material to spark conversation and direct conversation with your peers
- Inclusion of the Indigenous values of respect, relevance, responsibility and reciprocity (The foundation to our class!)

I also know that everyone excels in different aspects of group work. I would recommend that each group decide on a leader who will direct the group, and a speaker(s) who will present the information. Other roles could include: assembling a PowerPoint, researching other sources, developing questions, etc. I will provide the class with a self/group assessment form for this project.

See Schedule for Individual Group Due Dates.

3. Community Project: 25% of Final Grade

Visit a recognized and documented Indigenous event. There are a number of Indigenous-specific events that occur on campus (Check out Writing on Stone in Mac Hall) in addition to those that happen outside of the university (Friendship Centre, Métis Nation of Alberta, Métis Local 87, Fort Calgary, Calgary Public Libraries). Some examples: Indigenous markets, pow-wows, plant walks, Indigenous speakers at a museums or libraries, Grandmother's Teas, Indigenous scholars hosting keynotes at the university, etc. In addition to this, I would also accept a paper that provides a critical assessment of a space with Indigenous content. These spaces could include museums, art galleries, or archives. Write a 5-6 page (1500 words), double-spaced reflection that outlines why you chose the event/location that you did, your key take-aways, and how some of the discussions that we have had in this course have contributed to your experience. This assignment is a reflection, so there is no need to structure it as a formal essay. However, I do expect to see that you clearly attended the event, a strong evidence of critical thinking, and engagement with the course material.

Assignment due at 11:59PM via D2L Dropbox on Nov 15, 2022.

4. Final Essay: 35% of Final Grade

This final essay is a take home essay. We will discuss the key points from class, and discuss a series of potential essay questions. Take my feedback on previous assignments highlighting what you need to do to improve your analysis. Feedback is important to your understanding to achieve a high grade on the final paper, and will be grading this paper with the expectation that it will be done well. The final paper also goes a long way towards determining your final grade for the course. You must be able to make your arguments in a clear and concise manner. Most students will find that this can be accomplished in approximately 7-8 pages, (1750-2000 words), double spaced. You can use whatever style guide you are comfortable with, as long as it is consistent and done correctly with proper citations and a list of a minimum of 5 academic references. We will talk about this paper during our final class.

- Papers should provide an initial definition of the topic and a statement of general thesis to be developed or argued. The introduction should clearly indicate what the focus of the paper is, what the main sub-topics are, and your position.
- The paper should be well-organized and presented. This means that all parts of it (including introduction, body, paragraphs, conclusion, ideas, concepts, and arguments) should be arranged into a coherent whole. The paper should also be consistently formatted (Double Spaced, Times New Roman – 1” Margins – Left Aligned). I expect an edited copy of your paper, therefore, grammar, vocabulary issues, and typos should be minimized. Proofreading your work aloud can help with this.
- The paper should also show understanding and interpretation of resources (drawing on class discussions, activities, readings, literature, videos, guest speakers, and so on). It should be clear that what is written is well-researched and that your position is both reasonable and well-articulated.
- A great paper marries all of the above and includes things like creative elements, thoughtfully presented. An excellent paper does all these things *and* manages to be thought-provoking, while contributing new and original ideas, ones that could potentially support Indigenous aims in Canada.

Final Paper due at 11:59PM via D2L Dropbox on Dec. 17, 2022. No late assignments will be accepted.

Rubrics will be shared on D2L.

Department of Anthropology and Archaeology Grading Scheme:

A+	94.9–100	A	89.9–94.8%	A-	84.9–89.8 %
B+	79.9–84.8 %	B	74.9–79.8 %	B-	70.9–74.8 %
C+	66.9–70.8 %	C	62.9–66.8 %	C-	58.9–62.8 %
D+	54.9 %– 58.8%	D	49.9–54.8 %	F	49.8 and below

Students may 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. 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. 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.

If any of the class assignments are going to be submitted later than required, I ask that students communicate with me prior to the due date. I understand that life happens, and am willing to consider late assignments at my discretion. However, if we have not had a conversation, late assignments will be penalized 5% per day, including holidays and weekends. **You also must be present on the day of your group presentation. If you cannot be present, both your group and myself must be notified immediately.** Students who do not notify either the group or myself of their absence may forfeit the 10% portion of their presentation or, students may be required to submit an alternate assignment that may differ significantly (in form and/or content) from the group project.

Reappraisal of Graded Term Work: <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade: <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

***Please note that no extra credit or 'make up' work is available in this class**
You do not need to pass each course component to earn a passing grade in the class.*

UNIVERSITY POLICIES

ACADEMIC 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 <https://live-ucalgary.ucalgary.ca/student-services/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 or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

ACADMIC INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off

university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

ACADEMIC MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. 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. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) 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.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Please visit the Registrar’s website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Writing Symbols Lodge: <https://www.ucalgary.ca/student-services/writing-symbols/home>

TENTATIVE CLASS SCHEDULE (Subject to Change)

Date	Topic	Complete Readings Prior to Thursday Classes	Important Due Dates
T Sep 6	<p>Course Introduction and Overview</p> <p>4 R’s of Learning -establishing the classroom guidelines</p>	<p>Rethinking Land Acknowledgements: https://www.anthropology-news.org/articles/rethinking-land-acknowledgments/</p> <p>Rethinking the Practice and Performance of Indigenous Land Acknowledgements: https://muse.jhu.edu/article/716610/pdf</p>	
R Sep 8	<p>Lecture: The Issue of Land Acknowledgements</p>		NO GROUP PRESENTATION
T Sep 13	<p>Lecture: The Issue of ‘Land’: The Competing Axiology</p>	<p>Indigenous Place-Thought and Agency Amongst Humans and Non Humans (First Woman and Sky Woman Go On a European World Tour!). Vanessa Watts https://jps.library.utoronto.ca/index.php/des/article/view/19145</p> <p>Video: <i>wahkohtowin</i>: Cree Natural Law https://www.youtube.com/watch?v=NTXMrn2BZB0 (one Indigenous worldview)</p>	
R Sep 15	<p>Seminar</p> <p><i>Last day to drop a class without financial penalty</i></p>	<p>Instructor Directed Discussion: The Issue of Land</p> <p>Creation of Groups/Community of Learners</p>	NO GROUP PRESENTATION
F Sep			

16	<i>Last day to add or swap a course</i>		
T Sep 20	Lecture: The Issue of Names	Vowel: Chapters Introduction, 1-3 (Intro and pages 7-34) Blog: The Souls of White-Indians: A Letter to My White Indian Friend. Kyle Mays. http://www.nativeninetypercent.com/the-souls-of-white-indians.html .	Land-Acknowledgement Assignment due at 11:59PM Sept 20, 2022 10%
R Sep 22	Seminar	Time for Groups to Connect and Discuss	NO GROUP PRESENTATION
F Sep 23	<i>Fee payment deadline for Fall Term full and half courses.</i>		
T Sep 27	Lecture: The Issue of Indigenous Identity	Vowel: Chapters 4, 5, 7, 8 (pages 36-58, 67-78) There Is No DNA Test to Prove You're Native American: Kim TallBear https://www.newscientist.com/article/mg22129554-400-there-is-no-dna-test-to-prove-youre-native-american/	
R Sep 29	Seminar	Discussion: The Issue of Indigenous Identity	GROUP #1
F Sep 30	<i>University Closed National Day for Truth and Reconciliation</i>		
T Oct 4	Lecture: The Issue of Appropriation THERE IS NO OFFICIAL CLASS TODAY In lieu of class time, please watch the film independently prior to Thursday's Class. Reel Injun: https://www-nfb-ca.ezproxy.lib.ucalgary.ca/film/reel_injun/	Vowel: Chapters 9-10 (pages 80-99) Website: Cultural Appropriation https://www.thecanadianencyclopedia.ca/en/article/cultural-appropriation-of-indigenous-peoples-in-canada Indigenous Thought, Appropriation and non-Indigenous People. Celia Haig-Brown https://journals.sfu.ca/cje/index.php/cje-rce/article/view/2189/1815 Blog: But Why Can't I Wear a Hipster Headdress? Adrienne Keene https://nativeappropriations.com/2010/04/but-why-cant-i-wear-a-hipster-headdress.html	
R Oct 6	Seminar	Discussion: The Issue of Appropriation	GROUP #2
M Oct 10	<i>University Closed for</i>		

	<i>Thanksgiving Day</i>		
T Oct 11	Lecture: The Issue of Gender	Vowel: Chapter 12 (pages 106-114) Introduction to "Indigenous Women: The State of Our Nations". Bonita Lawrence and Kim Anderson. https://journals.msvu.ca/index.php/atlantia/article/view/1041/998 Gender, Sovereignty, Rights: Native Women's Activism against Social Inequality and Violence in Canada. Joanne Barker https://muse.jhu.edu/article/239700/summary	
R Oct 13	Seminar	Discussion: The Issue of Gender	GROUP #3
T Oct 18	Lecture: The Issue of Mythmaking	Vowel: Chapters 13-19 (pages 117-167)	
R Oct 20	Seminar	Discussion: The Issue of Mythmaking	GROUP #4
T Oct 25	Lecture: The Issue of Studying 'Other' in Anthropology THERE IS NO OFFICIAL CLASS TODAY In lieu of class time, please watch the film independently prior to Thursday's Class. Babakiueria (1986) https://youtu.be/S7QGPEycNQ	Here Come the Anthros (Again): The Strange Marriage of Anthropology and Native America. Orin Starn https://anthrosource.onlinelibrary.wiley.com/doi/full/10.1111/j.1548-1360.2011.01094.x Settlement's Secret. Audra Simpson http://metafactory.ca/intermediaworkshop/wp-content/uploads/2011/10/Cultural-Anthropology-Simpson-2011.pdf On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship. Audra Simpson. https://junctures.org/index.php/junctures/article/view/66/60	
R Oct 27	Seminar	Discussion: The Issue of Studying Other in Anthropology	GROUP #5
T Nov 1	Lecture: The Issue of Treaties	Vowel: Chapters 26-29 (pages 235-267) The Numbered Treaties and the Politics of Incoherency. Gina Starblanket https://www.cambridge.org/core/journals/canadian-journal-of-political-science-revue-canadienne-de-science-politique/article/abs/numbered-treaties-and-the-politics-of-incoherency/9ECA4F37D7D1ED9474660C4D70D5B992 Website: https://indigenoustudies.utoronto.ca/news/treaty-	

		myths/	
R Nov 3	Seminar	Discussion: The Issue of Treaties	GROUP #6
Nov 6-12	<i>Term Break No Classes</i>		
F Nov 11	<i>University Closed for Remembrance Day (Observed).</i>		
T Nov 15	Lecture: The Issue of Assimilation – Stolen Generations	<p>Vowel: Chapters 20, 21, 23 (pages 171-190, 206-211)</p> <p>Genocide, Indian Policy and Legislated Elimination of Indians in Canada. Pam Palmater https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.683.8972&rep=rep1&type=pdf</p> <p>Video: Read the TRC Report. Zoe Todd https://www.youtube.com/watch?v=vW4IQOf3I</p> <p>Video: Sixties Scoop https://www.youtube.com/watch?v=_nmd6HXKXYU</p>	<p>Community Event Assignment due at 11:59PM Nov 15, 2022</p> <p>20%</p>
R Nov 17	Seminar	Discussion: The Issue of Assimilation	GROUP #7
T Nov 22	Lecture: The Issue of Government/Indigenous Relationships – Indigenous Governance	<p>Vowel: Chapter 30 (pages 268-274)</p> <p>Negotiated Inferiority. Kiera Ladner https://www.tandfonline.com/doi/abs/10.1080/02722010109481593</p> <p>Toward Sustainable Self-Determination: Rethinking the Contemporary Indigenous Rights Discourse. Jeff Corntassel https://journals.sagepub.com/doi/abs/10.1177/030437540803300106</p>	
R Nov 24	Seminar	Discussion: Nation to Nation?	GROUP #8
T Nov 29	Lecture: The Issue of Indigenous Research - How Do We Go Forward in Research <i>With</i> Indigenous Peoples?	<p>What is an Indigenous Research Methodology? Shawn Wilson https://www.researchgate.net/publication/234754037_What_Is_an_Indigenous_Research_Methodology</p> <p>Centering Indigenous Nations Within Indigenous Methodologies. Duane Champagne https://muse.jhu.edu/article/587626/summary</p>	

		Decolonization is Not a Metaphor. Eve Tuck and Wayne Yang. https://jps.library.utoronto.ca/index.php/des/article/view/18630/15554 Insurgent Research. Adam Gaudry https://muse.jhu.edu/article/434809/pdf	
R Dec 1	Seminar	Discussion: The Issue of Indigenous Research	GROUP #9
T Dec 6	FINAL CLASS Final Recap of Class and Final Paper Discussion.		
W Dec 7	<i>Fall Term Lectures End. Last day to withdraw.</i>		
Dec 10-21	Fall Final Exam Period		Final Essay due at 11:59PM Dec 17, 2022 25%

IMPORTANT DATES

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **Thursday, September 15th, 2022**. Last day add/swap a course is **Friday, September 16th, 2022**. The last day to withdraw from this course is **Wednesday, December 7th, 2022**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>