



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM
DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**INDG 201 Lecture 01
Introduction to Indigenous Studies
Spring 2022**

INSTRUCTOR: Ramona Beatty

EMAIL: rgjbeatt@ucalgary.ca

OFFICE HOURS: Thursdays at 3:00 or by appointment

COURSE DAY/TIME: T/Th 12:00 PM - 2:45 PM – ES 54

COURSE PRE-REQUISITES: None

COMMUNICATION - I will respond to emails within 48 hours but not on weekends or holidays

COURSE DESCRIPTION

This course is an introduction to the study of Indigenous peoples in Canada with links to Indigenous peoples in other parts of the world. Students will be encouraged to see the Indigenous world through a set of multiple lenses and to develop a more multifaceted understanding of Indigenous societies, the issues that they are facing, how they are dealing with them and the relationship between Indigenous and non-Indigenous peoples and societies.

Utilizing global, regional and local examples, the student will acquire a fundamental understanding of some of the main issues that affect Indigenous peoples in Canada and around the world. The course will explore Indigenous people's histories, world views and contemporary realities.

The course will incorporate a multi-disciplinary approach of study, including the frameworks of history, sociology, anthropology, economics, linguistics, political studies, cultural studies, critical theory, among others to examine and analyze the current issues, structures and processes of Indigenous life.

Topics to be discussed include:

- Indigenous Peoples, historical context and current issues
- Indigenous Cultural Identity and Representation
- Economic and Social Development Issues

COURSE OBJECTIVES & LEARNING OUTCOMES

The International Indigenous Studies Program has 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>

For this Course, the learning objectives are:

- To articulate how issues, ideas, living and inanimate beings, and communities are interrelated
- To increase the student's awareness of, understanding of, and respect for Indigenous worldviews and perspectives, knowledge, realities, experiences
- To introduce the student to ways of knowing that fall outside the western scientific precepts
- To demonstrate insights about Indigenous realities from a multi-disciplinary approach (e.g., history, social work, education, sociology) to the field of Indigenous Studies.
- To give the student experience at critically thinking and analyzing Indigenous peoples experiences within a historical and contemporary context.
- To demonstrate an awareness of the fundamental concepts of the course and how together they aid in the understanding of issues faced by Indigenous peoples
- To develop in the student an understanding of colonialism, and the diverse and enduring impacts upon Indigenous people, and the legacy of the colonial relationship.
- To expand understanding of the concepts of de-colonization
- To expand understanding of the concepts of Indigeneity
- To analyze the nuances of one's own social, political, and economic position in the context of the histories of Indigenous peoples
- To compare and contrast ideas through a diverse array of Indigenous systems and sources of knowledge
- To explore areas of personal and societal transformation that lead towards a decolonized world

CLASS STRUCTURE AND INSTRUCTION METHODS

The course draws from a mixture of Western and Indigenous knowledge. Methods include short lectures, videos, class discussions, student presentations. The lectures provide the basic course material.

Note: Readings for the scheduled day need to be read prior to class.

The course syllabus and schedule may be altered throughout the term to accommodate emerging issues and events

REQUIRED TEXTBOOKS AND ASSIGNED READINGS

No Nonsense Guide to Indigenous Peoples – Second Edition, Lotte Hughes, Between the Lines 2012

Assigned Readings and links will be posted on D2L

COURSE COMPONENT WEIGHTS AND DUE DATES

Quiz #1 via D2L – May 24	15%
Reflective Essay- May 31	20%
Group Research Project and Discussion Questions June 2, 7, 9, 14	30 %
Class Participation	10 %
Final Project-Podcast – June 16	25 %
	100%

If a student misses a required course component, please get in touch the instructor as soon as possible.

COURSE SCHEDULE & TOPICS

Class # 1 – May 5 - Introduction and Who are the Indigenous Peoples?

Read- PowerPoint lecture _D2L

Class # 2 & 3 – May 10 & 12 - Who are Indigenous Peoples?

Read: Who are the Indigenous People? - Power point - D2L

Read: Hughes, L. ‘*The No-Nonsense Guide to Indigenous People*’; Introduction and Chapter 1 pp 8-28

Read: Tuhiwai Smith, Linda. ‘*Decolonizing Methodologies- Research and Indigenous Peoples*’, Introduction pp. 6-7 – D2L

Class # 3 & 4 – May 12 & 17 - UNDRIP

Read: Power Point lecture notes on D2L

Class # 5 – May 19- Colonization and De-colonization - Canadian Indigenous and Settler Relations - D2L

Read: Hughes, L. *The No-Nonsense Guide to Indigenous People. ‘Colonialism and Conquest’ pages 29 – 45*

Read: Hughes, L. *The No-Nonsense Guide to Indigenous People. ‘Fighting back’ pages 83 – 107*

Class # 6 -Quiz #1 – May 24- Materials from May 7-19

Class # 7 & 8 – May 26, 31 - Indigenous and Western Science Worldviews/Ontologies

Read: Belanger, Yale, *Ways of Knowing*, Chapter 1 pp. 2 – 22 – D2L

Read: Worldview - power point lecture notes - D2L

Read: Little Bear, L. *Jagged Worldviews* - D2L

Read: Hart, Michael Anthony, *Indigenous Worldviews, Knowledge, and Research: The Development of an Indigenous Research Paradigm* - D2L

Read: Hughes, L. *The No-Nonsense Guide to Indigenous People. 'Land and Nature'* pp. 46 – 59

Read: Spirituality- power point lecture notes- D2L

Reflective Essay Due: June 1 via D2L dropbox

Class # 9 – June 2 - Group research project presentation

Class # 10- June 7 - Group research project presentation

Class # 11 – June 9 - Group research project presentation

Class #12 – June 14- Group research Project presentation

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

ASSIGNMENTS

Quiz #1 – May 24– 15%

We will be discussing many points of view, personal experiences, Indigenous cultures, and different ways of viewing societal structures. The quiz will consist of short answer questions based on readings, media presentations (film & audio), lectures and discussions. **Coverage:** all readings and class material to **May 19**

Reflective Essay- Due *May 31* by midnight (11:59 p.m.) in Dropbox via course D2L. - 20%

The 6-page essay is based on a question related to the course readings, media presentations (film & audio), lectures and discussions. **Coverage:** all readings and class material May 31. **APA or MLA citation**

Submission: via the digital Dropbox in the course's D2L site.

In class participation and attendance- 10%

Participation is deemed as engaging in class discussion and active participation in group learning. This course will be highly interactive and will include synchronous and asynchronous opportunities for active engagement during each class session, including organized discussions, debates, small group work, etc. that will be via course D2L. Your participation and responses will be graded based on the consistency and thoughtfulness of your contributions and should highlight students understanding and learning of course objectives and materials.

**Group Research Project and Discussion Questions - 30% collective grade –
June 2, 7, 9, 14**

The class will be given a list of topics to research, and you may choose one and form a group based on your choice. Group members are responsible for a research project that will focus on the development and presentation of a formal and in class oral presentation on your chosen topic. The presentation will examine a historical and/or contemporary issue/topic that is related to Indigenous peoples. Please ensure that your topic incorporates the course objectives. Students will be required to research and develop a 30 - 45minute presentation which will include discussion questions. The presentation should be a power point, web project, art piece or any other appropriate presentational approach. Reference materials should be incorporated in the presentation utilizing APA or MLA format.

Please utilize the same font throughout the presentation.

The presentation must critically examine and analyze an issue facing Indigenous people and explore the impact on them from a historical and contemporary perspective. (e.g. colonization, globalization, Indigenous Rights)

You and your group members will need to discuss your project with me by **May 19**

You and your group members will be responsible for developing three discussion questions and a thorough and accurate response to the questions.

The Group presentation requires at least **8** references which must be from academic sources. Reference materials should be incorporated in the presentation and synopsis utilizing APA or MLA format.

Failure by a student to participate in the Group presentation assignment will result in a failing grade.

Final Project – 25 % - Podcast- Reflective learning. Due June 16 via D2L

Student's will develop a 20-minute Podcast or Vodcast that is a self-reflection piece that will

highlight their self-awareness and understanding of their own cultural frames of reference when analyzing their learning of Indigeneity and Indigenous Studies. The reflection exercise requires a student to express what they think, and more significantly, how and why they think that way based on course readings, film & audio, lectures, discussions and their own course work. Students **must** submit an accompanying **bibliography** which details the sources (8 academic) of the information relayed in the podcast. The **Instructor** will be the **only person** that will have **access** to the students' work.

The podcast software can be found for free at: <https://www.audacityteam.org/download/>

This assignment will take up to **several hours to complete** and is best done in stages and not in a single sitting.

Questions that will help you begin your reflective learning piece in a podcast format:

#1 - What was the most interesting thing you learned in INDG 201 and why does it stick out in your mind?

#2 - What was the most challenging issue or concept you encountered and why?

#3 - Were you able to address ? If so, how? If not, why not?

#4 - Examine course concepts and teachings that best illustrate your understanding of Indigeneity and Indigenous ways of knowing and being and the potential relevance and applicability in your personal and academic life. Be detailed.

#5 - What advice would you give a friend planning to take INDG 201? Be specific.

Suggested methodology

Look at the **questions** and the **course objectives**, jot notes about how your major assignments impacted your experience and learning and how major concepts inform your understandings. Revisit the questions and course objectives and develop your answers and provide specifics that will illustrate your answers. The podcast/vodcast should analyze your learning of the course concepts and the relationship to the course objectives.

Course work Submissions for Indigenous Studies

All course work submissions for Indigenous Studies such as assignments, papers, take home final exams and other course work related to this program of study should be submitted via D2L.

WRITING STATEMENT

Written assignments are often required in Political Science 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>.

GRADING SCALE: The following grading scale will be used:

The International Indigenous Studies Program uses the percentage conversion scale below. Your final grade will be converted to the University's official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49.99

These are the grade ranges and specific numeric values I assign to letter grades on D2L. Any individual assignment grade is converted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely and honorific than entails no additional points in the four-point system, I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

LATE PENALTIES

Assignments received after midnight of the due date will be considered 'late', thereafter, students will lose 2 marks per day. Please refer also to the policies on deferring term work on this outline and in D2L

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 telephone or email to make an appointment. It is to the student's advantage to keep such appointments.

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 one on one 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 extremely 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.

Please see:

- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus>
- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus-0>

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisals

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.”

See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

The University Calendar states that for reappraisal of academic assessments (final grades):

“A student may request a reappraisal of a final grade. The only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

University Regulations

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at:

www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

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 (<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>). 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.

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology

Please see the University's resource page at:

https://ucalgary.service-ow.com/it?id=kb_article&sys_id=86e7438013753ac06f3afb2e144b031

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.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

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.

Freedom of Information and Protection of Privacy (FOIP)

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.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Tower, MT 116.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available

throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services: <https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>

Facebook Group for Indigenous Studies Program: <https://www.facebook.com/groups/UC.IIST/>

INDG Program Website: <http://www.ucalgary.ca/indg/>

Writing Symbols Lodge (Native Centre) Website: <https://www.ucalgary.ca/nativecentre>

Library and Resource Website : <http://www.ucalgary.ca/library>