

**FACULTY OF ARTS
INTERNATIONAL INDIGENOUS STUDIES
COURSE OUTLINE**

**INDG 400-01: Directed Research in International Indigenous
Studies:
Teaching, Pedagogy & Praxis**

Professor: Dr. Rain Prud'homme-Cranford

Winter: 2022

Office: SS 1124/ Remote D2L Chat and Zoom/ In-Person upon Campus Return

Phone: 403-220-4664

Email: Rrain.prudhommecranf@ucalgary.ca

Sessions: T/R 4:00 - 5:15 PM Synchronous Zoom

Office Hours: T/R 12:30-1:30pm Zoom and by appointment/ In-Person upon Campus Return

Course Description:

Shawn Wilson writes that “I think that the thing I most want you to remember is that research is a ceremony. And so is life. Everything that we do shares in the ongoing creation of our universe.” Moreover, Archibald et al address that “Indigenous stories speak from and to a deep understanding and philosophy about humans and their relations...” Therefore expanding our understanding of the circular relationship between research, pedagogy, education/teaching, and allyship towards inclusive, equitable, and accessible education and learning praxis and allyship between both diverse local and global Indigenous communities and other marginalized communities means centering story, land, histories, and *critical listening skills*. Chadwick Allen asserts in *Trans-Indigenous: Methodologies for Global Native Literary Studies*, “[o]ne of the mutliperspectivist strategies of Trans-Indigenous is to place contemporary Indigenous literature in dialogue with other Indigenous arts and aesthetics... to engage in Indigenous-centered conversations across boundaries of traditional disciplines.” This methodology foregrounds Indigenous epistemologies expanding Indigenous text into material culture, history, law and policy, Red Rhetorics (Indigenous Rhet/Comp), and the arts and sciences. In this class we will focus on Indigenous theory, reading across Indigenous epistemological frameworks while practicing putting text “into council,” so we might come to a better understanding of the conversations across, between, and within Indigenous and Mestizo communities in the Americas. In this class we will work as a *community* to explore Indigenous epistemologies, methodologies, creative production towards an understanding and implementation of Indigenous pedagogical praxis locally and globally. Over the semester we will work collectively across four major areas: **I. Epistemology, Methodology, and Research; 2. Creative Production as Art/Activism/Education; Experiential and Indigenous Learning Practices; and Indigenization and Allyship**

Education.

Prerequisite: 60 units, including 3 units in courses labelled Indigenous Studies at the 300 level.

Objectives and Expectations: Students will be responsible for course readings, expanding vocabulary, homework, presentations, writing and research assignments, and a final seminar paper. As a class we will use a variety of texts to develop writing, cultural, and historic knowledge, and research skills. This will cumulate in a final seminar paper project.

- Students will learn to read/learn for aspects of as connected to the concepts of Indigenous cultural, legal, artistic, and gender, as well as concepts of “education” identity imposed by settler-colonial constructs.
- Students will connect Indigenous sovereignty to Indigenous/tribal sovereignty and as acts of decolonization.
- Students will reflect on connections between landbase, cultural knowledge, law & policy, gender, and theory-making to story-making, as it relates towards education, indigenization, and allyship.
- Students will connect readings/theory-making/epistemologies with historic events, ideologies and “isms,” (i.e. colonialism, racism, imperialism, idealism, modernism, feminism, etc).
- Students will learn to read for specific themes prevalent in particular constructs of EDI and Allyship including but not limited to landbase, culture, history, gender, sovereignty, class, race, and power and their relationships with education, equity, reciprocity, and oppression.
- Students will consider and design storywork. Allyship (making space/listening), and experiential lesson plans.
- All written essays and formal papers must be in MLA, Chicago style, or APA explicitly.
- All students are required to fully participate in class discussions and are to be graded according to their vocal and intellectual participation. Those who choose not to participate will not be given participation credit.
- Writing and its grading is a factor in course work evaluation
- Students must turn in ALL assignments to receive a passing grade in the course.
- Assignments are due digitally on D2L by the due date. Final papers will not be accepted after the due date. Late assignments are subject to late work policy.

Required Texts/selections from/Media¹

[Allen, Chadwick. *Trans-indigenous: Methodologies for Global Native Literary Studies*. Minneapolis: U of Minnesota, 2012. Print.](#)

[Byrd, Jodi A. *The Transit of Empire: Indigenous Critiques of Colonialism*. Minneapolis: U of Minnesota, 2011. Print.](#)

¹ ***Note most readings are selections from larger texts.*** Individual chapter assignments are listed in the weekly schedule. Hyperlinked texts are available UC Library or Online. Note most texts are selections from. We will go ver these options in class.

[Vowel, Chelsea. Indigenous Writes. Winnipeg: Portage & Main, 2017. Web.](#)

[Simpson, Leanne Betasamosake. *As We Have Always Done: Indigenous Freedom through Radical Resistance*. University of Minnesota Press, 2017.](#)

[Hanson, Aubrey Jean, and ProQuest. *Literatures, Communities, and Learning : Conversations with Indigenous Writers*. Waterloo, Ontario : Wilfrid Laurier UP, 2020. Indigenous Studies Ser. Web.](#)

Molnar, Nicholas Trajano. *American Mestizos, The Philippines, and the Malleability of Race: 1898-1961*. University of Missouri Press, 2017.

[Kovach, Margaret. *Indigenous Methodologies: Characteristics, Conversations and Contexts*. Toronto: U of Toronto, 2010. Print.](#)

[Million, Dian. *Therapeutic Nations: Healing in an Age of Indigenous Human Rights*. Tucson: U of Arizona, 2013. Print.](#)

[Wieser, Kimberly. *Back to the Blanket: Recovered Rhetorics and American Indian Studies*. Norman: Un OK P, 2017. Print.](#)

[Morgensen, Scott Lauria. *Spaces between Us : Queer Settler Colonialism and Indigenous Decolonization*. Minneapolis: U of Minnesota, 2011. Print. First Peoples \(2010\).](#)

Tanaka, Michele T. D., and Gregory Cajete. *Learning and Teaching Together : Weaving Indigenous Ways of Knowing into Education*. Vancouver : UBC, 2016. Print.

[Battiste, Marie Ann, and ProQuest. *Decolonizing Education : Nourishing the Learning Spirit*. Saskatoon: Saskatoon : Purich Limited, 2013. Print.](#)

[Bowra, Andrea, Angela Mashford-Pringle, and Blake Poland. "Indigenous Learning on Turtle Island: A Review of the Literature on Land-based Learning." *The Canadian Geographer* 65.2 \(2021\): 132-40. Web.](#)

Archibald, Lee-Morgan, De Santolo, Smith, Archibald, Jo-Ann, Lee-Morgan, Jenny, and Smith, Linda Tuhiwai. *Decolonizing Research : Indigenous Storywork as Methodology*. London : ZED, 2019. Print.

Vermette, Katherine. *The Break*. Toronto: House of Anansi, 2016.

[Dumont, Dawn. *The Prairie Chicken Dance Tour*. Freehand Books, 2021.](#)

[Fabunan, Angela Gabrielle F. *The Sea that Beckoned*. 2019.](#)

**** Articles and Media listed on Weekly Schedule. All Articles are hyperlinked and**

accessible digitally**

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

Major Assignments

1. **Research/Archive/Interview:** Students will engage in two of three modes of research acquisition over the course of the semester. Choose 2 from below:
 - a. Written Research: Students will create an annotated bibliography of 10 sources, half of which must be peer-reviewed. Additional resources may include, arts, media, film, music, etc.
 - b. Archive Research: Students will utilize library archives, museums, digital archives and museums to create a master list of material (7 pieces) including information for where the item is located (originally, if copied, and digitally) as well as a short annotation on the material (significance/about);
 - c. Interview Research: Students will connect with friends, family, community, or education workers to consider: how you friends/family/community understand and articulate Indigenization and/or Decolonization. For those of FNMI or Indigenous ancestry questions might include, stories, memories, and experiences around Education and Cultural sustainability. A digital or transcript of the conversations and personal reflection on the experience rounds out the experience.

All three components **Due Nov. 19th 11pm:20%**

2. **Call and Response Essay:** Four (4) times throughout the semester students will collectively write a journal response to the readings prompt.
 - a. engage the full readings for the week;
 - b. include a section of *critical* summary of key points;
 - c. connect the reading to the sub topic of the week
 - d. Self-reflexivity (how you connect or struggle to connect personally to the reading).

Journal responses are due **by 11pm on Sunday before the class discussion.** Students will work in writing an individual response as well as a response collectively. This assignment can be expanded into final project essay collection. Full assignment details on d2l. **20%**

3. **Discussion Meetings (Participation):** Participation consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses, responses to discussion. **10%**
4. **Storywork and Experiential Group lesson plans:** Students will work in a group to design a one to two unit experiential and/or storywork lesson plan. Detailed assignment on d2l. **25%**

5. **FINAL Project:** Students will work with the instructor on their final seminar project. This assignment is tailored towards the individual needs and agency of the students in class. Students will work to design their project/publication/paper/syllabus under the guidance of the instructor. *A detailed assignment sheet and rubric will be on D2L and gone over in class.*

25%

Due: April 15th via online. **No assignments will be accepted after 5pm on 04/15.**

There is no registrar-scheduled exam in this course.

REQUIRED TECHNOLOGY: This is a synchronous web-based course, with the exception of five class meetings held asynchronous via D2L Discussion boards, delineated in the weekly class schedule posted on D2L. All readings, assignments and due dates are listed explicitly in the Weekly Class Schedule posted on D2L. As this is a synchronous web-based course, it means you **MUST** have a *computer device with reliable/stable internet connection, webcam, and microphone*. Your internet, webcam/video, and microphone/audio are required.

Grading

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>.

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

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

Participation

Participation as university scholars working together to better our understanding of both historic

and contemporary Indigenous issues, cultural sustainability, and critical engagement with and by Indigenous Peoples is imperative to learning and mastering the process of interdisciplinary studies within Indigenous Studies. Participation consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses. Coming to class prepared (books, homework, writing utensils) also qualifies as participation. **Only students present for the discussion will be given the points.** Your participation is mandatory for your individual academic growth and our collective growth as scholars dialoguing our knowledge. *Community* is key in all things. This classroom is a community setting. *For our community to function we must be beholden to reciprocity.*

Essays and Paper format: All writing assignments SHOULD engage analytic responses and be MLA, Chicago, or APA formatted, following MLA, Chicago, APA format layout and citation/works cited formats. Your instructor will give detailed instructions before each essay assignment.

For all written course assignments, including both essays, the final exam, and any in-class writing activities, students will be evaluated on their analytical skills, writing, referencing, and their ability to develop and sustain an argument. Assessment of writing skills will include elements such as grammar, punctuation, sentence structure, clarity, and organization. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

Revision Policy: Please note: I do not allow revisions on papers. I **do** meet with students to go over paper drafts. I strongly recommend and encourage you meet with me to go over the rough draft of you final paper projects. **While conferences are not mandatory, they are strongly encouraged.**

Attendance and Late Work: Your attendance at every class meeting is required to earn full participation which is 10% of your grade. Absences should be saved for illness, conferences, religious observances, funerals, family/cultural/community events that require your attendance, court dates, and job interviews. Should a medical or family emergency arise that will require your absence in excess of missing three classes, *please notify me as soon as possible.* The instructor reserves the right to drop your final grade one letter grade if you miss more than three classes without notifying the instructor of serious illness or other serious complication(s) prior to the absences or asap after an emergency. Any medical complications should be addressed, and arrangements made with the instructor. If a conflict arises between your obligation to attend class and an obligation to the university, personal, family, or community obligations it is your responsibility to see me in advance, hand in all assignments, and to make up work missed during your absence. *I will happily work with you so we can find a way to success in the course, but communicating will be key.*

Late Work: Assignments (other than the Final paper), will be penalized with the loss of a third of a grade (an A- to B+) for each business day [not class] that the assignment is overdue.

EX: A paper three days late that on time would have earned a score B/76 will earn a score of C/62.

Classroom Decorum and Respect

Students and the instructor will seek to foster a community environment that is conducive to scholarly dialogue. This means respect of your peers and instructor is MANDATORY. Respect includes but is not limited to: NO CELL PHONE USE (THIS INCLUDES TEXTING), carrying on conversations while someone is speaking, reading non-class material in class, using gender, classiest, sizest and/or racially biased language, and unapproved electronic devices.

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>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

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>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

Student 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 www.ucalgary.ca/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.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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.

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-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “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>

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

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 Library Block.

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: ask@gsa.ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

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

Campus Mental Health Strategy: <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>

International Indigenous Studies Program:

Indigenous Studies focuses upon such aspects of Indigenous peoples' experience as arts, cultures, ecologies, economies, histories, identities, knowledge, languages, literatures, music, community and political dynamics, relations with others, and ways of knowing. International Indigenous Studies examines those topics in Canada and elsewhere around the world, often in an explicitly comparative perspective. The University of Calgary International Indigenous Studies B.A. program is unique in its close attention both to the international realm and to Indigenous peoples' ways of knowing. <http://www.ucalgary.ca/indg>

Native Centre University of Calgary: The Native Centre at the University of Calgary hold the mission of “to provide a culturally appropriate environment that encourages and supports the success of Aboriginal students in their pursuit of knowledge and higher education.” The Native Centre is located on the 2nd floor of the Union. The Native Centre offers academic, personal, and cultural support programs, services, and recommendations for FNMI students while offering a community space for Indigenous Peoples on campus. nativecentre@ucalgary.ca; <https://www.ucalgary.ca/nativecentre/>

Guidelines on e-mail Etiquette: <https://gsa.ucalgary.ca/wp-content/uploads/2016/09/Email- Etiquette.pdf>

Library and Research Support: The Taylor Digital Library offers research support to students, including strategies for finding articles, books, and other library materials.

To consult with a librarian by subject matter:

<http://library.ucalgary.ca/services/consult>

Academic regulations and schedules: Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <http://www.ucalgary.ca/pubs/calendar/current/index.htm>

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? The new Arts Students' Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns. For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library. For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca; arts2@su.ucalgary.ca; arts3@su.ucalgary.ca; arts4@su.ucalgary.ca

Contact for Students Ombudsman's Office: <http://www.ucalgary.ca/provost/students/ombuds>

Universal Student Ratings of Instruction (USRI): "At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference - please participate in USRI Surveys."

“Dear John: I’m still here and halfbreed,/ after all these years/ you’re dead. ...”
~Marilyn Dumont, “Letter to Sir John A. MacDonald,” from *A Really Good Brown Girl* (199)