



International Indigenous Studies Program

Website: <https://arts.ucalgary.ca/international-indigenous-studies>
(Fall 2022)

INDG 407 (L01) Comparative International Indigenous Communities

Pre/Co-Requisites: 6 units from Indigenous Studies 303, 345, 399

Instructor: Dr. Roberta Rice	Lecture Location: SS 010
Phone: (403) 220-5384	Lecture Days/Time: Wednesdays 5:00-7:45 p.m.
Email: roberta.rice@ucalgary.ca	Office: SS 734
Instructor Office Hours:	Tues. 1:00-1:50 p.m. and Wed. 4:00-4:50 p.m.

COURSE DESCRIPTION

Indigenous peoples are increasingly visible social and political actors throughout the Americas. While much has been written by and about Indigenous peoples in Canada and Latin America, there have been few cross-regional comparisons between Indigenous communities in the region. This course seeks to introduce students to the major tensions, dilemmas, and debates in Indigenous-state relations in Canada and Latin America. The central questions of the course include: How do Indigenous peoples organize and access the state? And, what role does historical and political context play in Indigenous movement strategies, tactics, and outcomes? In addition to providing a broad analytical and interdisciplinary introduction to the topic of comparative Indigenous studies, the course aims to make students think critically about how to improve Indigenous-state relations in the region. Topics to be covered include FPIC and extractive industry; autonomy and self-government; gender and Indigenous identity; gendered and colonial violence; and truth and reconciliation. Students will be given the opportunity to conduct in-depth research on an aspect of Indigenous-state relations in Canada and/or Latin America relevant to the course and write a term paper on the results.

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>

The objective of this course is to provide students with the tools to make critical social, economic, and political comparisons between Indigenous communities throughout the world. As a learning outcome, students will develop the capacity to analyze substantive issues in the field of comparative Indigenous studies and to situate contemporary conflicts and debates in their historical and political contexts.

REQUIRED TEXTBOOKS

All textbooks, book chapters, and journal articles are available electronically through the University of Calgary library homepage: <http://library.ucalgary.ca/>.

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Isabel Altamirano-Jiménez, Indigenous Encounters with Neoliberalism: Place, Women, and the Environment in Canada and Mexico. (UBC Press, 2012).

Curtis Cook and Juan D. Lindau, eds. Aboriginal Rights and Self-Government: The Canadian and Mexican Experience in North American Perspective. (McGill-Queen's University Press, 2000).

Roberta Rice, The New Politics of Protest: Indigenous Mobilization in Latin America's Neoliberal Era. (University of Arizona Press, 2012).

Rachel Sieder, ed. Multiculturalism in Latin America: Indigenous Rights, Diversity and Democracy. (Palgrave MacMillan, 2002).

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Research Proposal	20%	Oct. 14
Research Essay	40%	Dec. 9
Presentation on the Readings	20%	Student's Choice
Participation	20%	Weekly
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
Sept. 7 – Sept. 21	Part I. Indigenous-State Relations in Historical Perspective	See reading list below
Sept. 28 – Oct. 19	Part II. Confronting the State: Strategies and Tactics	See reading list below
Oct. 26 – Dec. 7	Part III. Contemporary Issues and Dilemmas	See reading list below

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

COURSE FORMAT AND ASSIGNMENTS

The course will be taught in a participatory lecture-style format. Teaching methods will include lectures, documentaries, and class discussions. Students are expected to actively participate in classroom discussions and activities. In addition, students are expected to present the readings and lead discussion on a topic of their choosing at least once during the term. Students must complete all assignments to receive a passing grade on the course. Please note, there is no Registrar scheduled final exam in this course.

RESEARCH PROPOSAL

The purpose of this assignment is to provide you with instructor feedback during the preparation of your research essay. The proposal is also intended to assist you in developing your essay topic, locating sources, and organizing your ideas in a timely fashion. Essay proposals should be approximately 3 double-spaced pages plus the bibliography. Proposals should: a) identify your research topic; b) outline what other scholars have said or found on the topic; and c) outline your basic argument and approach.

You should attach a one-page proposed bibliography to your outline. Proposals that fail to cite sources throughout the text will not be accepted. You must draw on material from this course in your proposal and final essay. Both the essay proposal and the essay assignment will be discussed in detail in class.

RESEARCH ESSAY

The research essay assignment is an opportunity to develop a professional research paper. Students must develop a research topic that is relevant to the course. Specifically, students should select a current struggle or issue faced by Indigenous communities in Canada and/or Latin America and situate the conflict in its appropriate historical and political context in order to produce a more nuanced analysis. The essay should be approximately 10 double-spaced pages plus the bibliography. Ensure that you state your research question, provide an overview of the literature on your topic, support your assertions with evidence, and conclude by summarizing your findings and outlining any questions or avenues for future research. You must cite sources either in footnotes, endnotes or embedded in the text and provide a bibliography. Please note that you must incorporate at least two sources from the course syllabus in your essay. And remember, if you use another author's words, you must enclose them in quotes and cite the source. If you use another author's ideas, you must cite the source. Essays that do not adhere to standard citation practice will NOT be accepted. The papers will be graded on (a) the depth and comprehensiveness of the research effort; (b) the strength of the analysis; and (c) organization, clarity, and writing style.

PRESENTATION ON THE READINGS

Each student is expected to present the readings and lead class discussion once during term. Students should regard their class presentations as an opportunity to improve their public speaking skills. You can choose the topic/date of your presentation via a sign-up sheet that will be circulated in class. The content of your presentation will be based mainly (but not only) on the readings assigned for that week. You may also bring outside sources to bear: maps, relevant films/videos. In addition to presenting the readings, students should prepare discussion questions for fellow classmates to address and/or an in-class learning activity. At least two students will be presenting during each class. Students are expected to coordinate with the other presenters ahead of time to set the agenda for discussion. If you have to miss the class in which you are presenting, you must arrange to switch weeks with another student in the course. There will be no alternative assignment.

PARTICIPATION

As a learning experience, the course will depend heavily upon the quality of student participation. The participatory format requires that students attend class sessions on a regular basis, complete all assigned readings before our weekly session, and come to class prepared to discuss and respond to questions. Your participation grade will depend on your active participation in class discussions and activities. Class attendance and participation are necessary components of this course. An attendance sheet will be circulated at the start of each class.

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>.

GRADING SCALE: The following grading scale will be used:

The International Indigenous Studies Program uses the percentage conversion scale below. Your final

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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

Please make every effort to submit assignments on-time. Assignments are due to Dropbox on D2L, unless otherwise indicated. It is your responsibility to keep a copy of all assignments in case of loss by any cause. A penalty of 2% per working day will be applied to all late assignments up until a maximum of ten late days, after which late papers will not be accepted. Weekends count as one working day. If life circumstances or illness intervene, please contact the course instructor as soon as possible. Please refer also to the policies on deferring term work on this outline and in D2L. However, keep in mind that in order to pass this course, you must complete all assignments, and plan accordingly.

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 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>

COURSE SCHEDULE AND READING ASSIGNMENTS

Part I. Indigenous-State Relations in Historical Perspective

Sept. 7: Introductions and Course Overview—Comparative Indigenous Studies

Sept. 14: Indigenous-State Relations in Canada

E-Book Chapter: Altamirano-Jiménez, Introduction (“The Articulation of Indigeneity and Neoliberal Governance”), pp. 1-14.

E-Book Chapter: Curtis and Lindau, Chapter 2 (“A Just Relationship between Aboriginal and Non-Aboriginal Peoples of Canada,” by James Tully), pp. 39-71.

Sept. 21: Indigenous-State Relations in Latin America

E-Book Chapter: Sieder, Chapter 1 (“Indigenous Peoples and the State in Latin America: An Ongoing Debate,” by Rodolfo Stavenhagen), pp. 24-44.

E-Journal Article: Shannon Speed, “Structures of Settler Capitalism in Abya Yala,” in American Quarterly, Vol. 69, No.4, 2017, pp. 783-790.

Part II. Confronting the State: Strategies and Tactics

Sept. 28: Electoral Politics

E-Report Article: Kiera L. Ladner, “The Alienation of Nation: Understanding Aboriginal Electoral Participation,” in Electoral Insight, Vol. 5, No. 3, 2003, pp. 21-26; Available at: http://www.elections.ca/res/eim/pdf/insight_2003_11_e.pdf.

E-Book Chapter: Rice, Chapter 4 (“Ecuador: Ethnicity and Elections”), pp. 51-67.

Oct. 5: Courts and Constitutions

E-Book Chapter: Curtis and Lindau, Chapter 6 (“First Nations and the Derivation of Canada’s Underlying Title: Comparing Perspectives on Legal Ideology,” by Michael Asch), pp. 148-167.

E-Journal Article: Rachel Sieder, “Contested Sovereignties: Indigenous Law, Violence and State Effects in Postwar Guatemala,” in Critique of Anthropology, Vol. 31, No. 3, 2011, pp. 161-184.

Oct. 12: UNDRIP and International Forums

E-Book Chapter: Claire Charters and Rodolfo Stavenhagen, eds. Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples (“When Indigenous Peoples Win, the Whole World Wins: Address to the UN Human Rights Council on the 60th Anniversary of the Universal Declaration on Human Rights,” by Wilton Littlechild), IWGIA, 2009, pp. 372-375. Available at: https://www.iwgia.org/images/publications/making_the_declaration_work.pdf.

E-Report Article: Roberta Rice, "UNDRIP and the 2009 Bolivian Constitution: Lessons for Canada," in The Internationalization of Indigenous Rights: UNDRIP in the Canadian Context, CIGI Special Report, 2014, pp. 59-64; Available at: https://www.cigionline.org/sites/default/files/indigenous_rights_special_report_web_1.pdf.

Essay Proposal (20%) due to Dropbox on D2L by 5:00 p.m. on Oct. 14

Oct. 19: Direct Action Tactics

E-Journal Article: Adam J. Barker, "'A Direct Act of Resurgence, A Direct Act of Sovereignty': Reflections on Idle No More, Indigenous Activism, and Canadian Settler Colonialism," in Globalizations, Vol. 12, No. 1, 2015, pp. 43-65.

E-Journal Article: Manuela L. Picq, "Indigenous Politics of Resistance: An Introduction," in New Diversities, Vol. 19, No. 2, 2017, pp. 1-6.

Part III. Contemporary Issues and Dilemmas

Oct. 26: Territorial Autonomy and Self-Government

E-Journal Article: Frances Abele and Michael J. Prince, "Four Pathways to Aboriginal Self-Government in Canada," in The American Review of Canadian Studies, Vol. 36, No. 4, 2006, pp. 568-595.

E-Journal Article: Roberta Rice, "How to Decolonize Democracy: Indigenous Governance Innovation in Bolivia and Nunavut, Canada," in Bolivian Studies Journal, Vol. 22, 2016, pp. 220-242. Available at: <https://bsj.pitt.edu/ojs/index.php/bsj/article/view/169>.

Nov. 2: FPIC and Extractive Industry

E-Journal Article: Roberta Rice, "The Politics of Free, Prior and Informed Consent: Indigenous Rights and Resource Governance in Ecuador and Yukon, Canada," in International Journal on Minority and Group Rights, Vol. 27, 2019, pp. 336-356.

E-Journal Article: Emma McDonnell, "The Co-Constitution of Neoliberalism, Extractive Industries, and Indigeneity: Anti-Mining Protests in Puno, Peru," in The Extractive Industries and Society, Vol. 2, 2015, pp. 112-123.

Nov. 9: Term Break (No Class)

Nov. 16: Gender and Indigenous Identity

E-Book Chapter: Pamela D. Palmater, Beyond Blood: Rethinking Indigenous Identity ("Introduction: A Mi'kmaq Woman"), Purich Publishing, 2011, pp. 13-27.

E-Journal Article: Helen I. Safa, "Challenging Mestizaje: A Gender Perspective on Indigenous and Afrodescendant Movements in Latin America," in Critique of Anthropology, Vol. 25, No. 3, 2005, pp. 307-330.

Nov. 23: Missing and Murdered Indigenous Women and Girls

E-Journal Article: Kristen Gilchrist. 2010. "'Newsworthy' Victims? Exploring Differences in Canadian Local Press Coverage of Missing/Murdered Aboriginal and White Women," in Feminist Media Studies, Vol. 10, No. 4, pp. 373-390.

E-Journal Article: Shannon Speed, "States of Violence: Indigenous Women Migrants in the Era of Neoliberal Multicriminalism," in Critique of Anthropology, Vol. 36, No. 3, 2016, pp. 288-301.

Nov. 30: Truth and Reconciliation

E-Journal Article: Jeff Corntassel and Cindy Holder, "Who's Sorry Now? Government Apologies, Truth Commissions, and Indigenous Self-Determination in Australia, Canada, Guatemala and Peru," in Human Rights Review, Vol. 9, No. 4, 2008, pp. 465-489.

E-Book Chapter: David Webster, ed., Flowers in the Wall: Truth and Reconciliation in Timor-Leste, Indonesia and Melanesia, ("Chapter 20: Reflecting on Reconciliation," by Maggie Helwig), University of Calgary Press, 2017, pp. 299-308.

Dec. 7: Documentary and Discussion

"Gold Fever." 2013. G Project and Northland Films; 55 mins.

Description: Tragic and inspiring. Gold Fever witnesses the arrival of the Canadian mining giant Goldcorp Inc. to a remote Guatemalan village. 500 years after the conquistadors invaded, and still reeling from decades of US-backed repression, the Mayas of San Miguel Ixtahuacán find themselves on the front lines of an increasingly globalized world. Together with members of their divided community, and in the face of grave consequences, Diodora, Crisanta, and Gregoria resist the threat to their ancestral lands.

Research Essay (40%) due to Dropbox on D2L by 5:00 p.m. on Dec. 9

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).

The University of Calgary does not require documentation of student illness or absence **for the Fall 2022 semester**, including Statutory Declarations.

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.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

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>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

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

For Reappraisal of Final Grade, see Calendar I.3

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

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' 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.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.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.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

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. 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

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

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

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) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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.

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 <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

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- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@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, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

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>

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