

FACULTY OF ARTS
INTERNATIONAL INDIGENOUS STUDIES
COURSE OUTLINE

**INDG 502-01: Advanced Topics in Canadian Indigenous Studies:
Métis Peoplehood & Culture**



“Two Prayers Become One,” (2012),
Leah Dorian

**Instructor: Dr. Rain
Prud'homme-Cranford**
Fall: 2021
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Sessions: Monday ZOOM 2pm MT-4:45pm MT
Office Hours: M 12:30-1:30pm Zoom and by appointment

Course Description: Chelsea Vowel (Lac St. Anne Métis) writes, “The Métis are a post-Contact Indigenous people with roots in the historic Red River community,” while Chris Anderson (Saskatchewan Métis) says: “A really useful way to think about Métis peoplehood historically is to understand the importance of Winnipeg, to understand the importance of Fort Edmonton, as being heartbeats, like actual heartbeats that pull people in, push people out, pull goods in, push goods out, pull meanings in, push meanings out.” In the wake of conversations (and misrepresentations) of the Daniels

decision (*Daniels v. Canada*, 2016), and rise over Maritime/Eastern Métis claims, understanding core discussions around Métis nationhood, culture, and resistance are crucial to conversations and studies around FNMI issues in Canada. This course serves as an overview of Métis histories, culture, peoplehood, and endurance. It is by no means an exhaustive study of the broad, shifting, and grass roots issues within Métis nationhood, peoplehood, and politics. Over the course of the semester we explore six broad topics: **Peoplehood and Post contact Indigenous Community; Law & Policy; Culture and Community; Health, Wellness, & Gender; Arts and Literatures; Métis Identity Claims.**

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 for aspects of Peoplehood as connected to the concepts of Métis cultural, legal, artistic, and gender, as well as concepts of

- “Métis” identity imposed by settler-colonial constructs.
- Students will connect Métis 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.
 - 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 landbase, culture, history, gender, sovereignty, class, race, and power and their relationships with Métis sovereignty or Métis oppression.
 - 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/Media¹

Andersen, Chris. *"Métis": Race, Recognition, and the Struggle for Indigenous Peoplehood*. UBC Press, 2015.

[Dumont, Marilyn. *The Pemmican Eaters : Poems*. 2015. Web.](#)

[Leroux, Darryl. *Distorted Descent: White Claims to Indigenous Identity*. University of Manitoba Press, 2019.](#)

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

Saunders, Kelly, and Janique Dubois. *Métis Politics and Governance in Canada*. UBC Press, 2019.

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

Articles, Digital, & Selected from Readings²

[Kermoal, Nathalie J., et al. *Living on the Land: Indigenous Women's Understanding of Place*. AU Press, 2016.](#)

[Monchalin, Renee, Janet Smylie, and Cheryllee Bourgeois. "'It's Not like I'm More](#)

¹ Hyperlinked texts are available UC Library or Online

² All texts available online or UC Library

[Indigenous There and I'm Less Indigenous Here.": Urban Metis Women's Identity and Access to Health and Social Services in Toronto, Canada." AlterNative : An International Journal of Indigenous Peoples 16.4 \(2020\): 323-31. Web.](#)

[Hogue, Michel. "Still Hiding in Plain Sight?: Historiography and Métis Archival Memory." History Compass 18.7 \(2020\): N/a. Web.](#)

“Gabriel Dumont Institute of Native Studies and Applied Research Virtual Museum of Métis History and Culture.” *The Virtual Museum of Mtis History and Culture*, GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH, 11 Sept. 2013, www.metismuseum.ca/index.php

[Holm, Tom & Pearson, J. & Chavis, Ben. \(2003\). Peoplehood: A Model for the Extension of Sovereignty in American Indian Studies. Wicazo Sa Review. 18. 7-24. 10.1353/wic.2003.0004.](#)

[Cyr*, Monica, and Joyce Slater. “Honouring the Grandmothers through \(Re\)Membering, \(Re\)Learning, and \(Re\)Vitalizing Métis Traditional Foods and Protocols.” *Canadian Food Studies / La Revue Canadienne Des Études Sur L'alimentation*, vol. 6, no. 2, 2019, pp. 51–72., doi:10.15353/cfs-rcea.v6i2.339.](#)

[Hanson, Aubrey. "Holding Home Together: Katherena Vermette's *The Break*." Canadian Literature 237 \(2019\): 27-183.](#)

[Edge, Lois, and Tom McCallum. “Métis Identity: Sharing Traditional Knowledge and Healing Practices at Métis Elders’ Gatherings.” *Pimatisiwin A Journal of Aboriginal and Indigenous Community Health*, 2006.](#)

[Métis Music Playlist YouTube](#)

Mullin, Malone. “Métis Musician Takes Unfiltered History to Toronto Schools.” *CBC*, 2017, www.cbc.ca/news/canada/toronto/metis-workshop-toronto-1.4181394

[Poitras Pratt, Yvonne, and D. Lynn Daniels. “MÉTIS REMEMBRANCES OF EDUCATION: BRIDGING HISTORY WITH MEMORY.” *UCalgary.ca*, 2014.](#)

Strong, Amanda. “Biidaaban (The Dawn Comes).” *YouTube*, 2019, www.youtube.com/watch?v=vWjnYKyUB8. (Digital Short Film)

Strong, Amanda, director. *Four Faces of the Moon*. *CBCnews*, CBC/Radio Canada, 2018, – www.cbc.ca/shortdocs/shorts/four-faces-of-the-moon1 (Digital Short Film)

[Sterzuk, Andrea, and Russell Fayant. “Towards Reconciliation through Language Planning for Indigenous Languages in Canadian Universities.” *Current Issues in Language Planning*, vol. 17, no. 3-4, 2016, pp. 332–350., doi:10.1080/14664208.2016.1201239.](#)

[Supreme Court of Canada. "R. V. Powley." *Supreme Court of Canada*, 3 Dec. 2012, scc-csc.lexum.com/scc-csc/scc-csc/en/item/2076/index.do.](https://scc.lexum.com/scc-csc/scc-csc/en/item/2076/index.do)

[Voth, Daniel. "Her Majesty's Justice Be Done: Métis Legal Mobilization and the Pitfalls to Indigenous Political Movement Building." *Canadian Journal of Political Science*, vol. 49, no. 2, 2016, pp. 243–266., doi:10.1017/s0008423916000378.](#)

[Women of the Métis Nation. "Métis Perspectives of Missing and Murdered Indigenous Women, Girls and LGBTQ2S+ People." *Metiswomen.org*, 2019.](#)

[Zurba, Melanie and Holly Ann Friesen. "Finding Common Ground through Creativity: Exploring Indigenous, settler and Métis values and connection to the land." \(2014\).](#)

[Christie Belacourt, "My Heart is Beautiful"](#)
[Christie Belacourt, "'Giniigaaniimenaaning"](#)

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 Métis peoplehood/culture. For those of FNMI ancestry questions might include, stories, memories, and experiences around Métis Peoplehood and Culture. A digital or transcript of the conversations and personal reflection on the experience rounds out the experience.

All three components **Due Nov. 6th :20%**

2. **Journal Homework:** Starting the *second week* of class, students will be responsible for writing or **vlogging** a journal response to the readings/texts **every *even numbered week* as designated for no more than 5 entries** over the course of the semester. Students will reflect on themes and observations from the readings and their own personal thoughts/responses/questions/stories etc inspired/in conversation with that week's readings. Each entry should do the following:
 - 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 (Métis peoplehood; Culture & Community; Law & Policy; Art & Literatures; Gender; Métis Identity Claims)
- 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***. Responses will be graded as P/F **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. **Proposal**: Students will write a formal paper proposal for their final CCRDP. **5%**
Due Nov 11th 8pm online.
5. **Image Portfolio**: Students will be required to create a portfolio of images that shall have two sections, each section consisting of at least 10 but not more than 16 images. The first section will document (via Media, Film, Print, Art, Popular Culture) images of Métis peoples from Settler/European lens from the fur trade (18c) until the present day. These images/art should be created by non-Native/Indigenous peoples. The second section should include images of Métis peoples created by **Métis peoples themselves**. You should be able to juxtapose the two sections of images while also creating a written critical response within each sectional timeline of images. Don't forget marketing images are also useful in both sections (i.e. magazines for Native peoples, or targeting the "west"). Multi-media portfolios are also encouraged. In your written analysis ask yourself how these images both Indigenously created and non, are influenced by popular culture, history, media, and how Métis people have been in absence or presence, stereotyped, and asserted their own identity. **Oct 30th 15%**
6. **Critical Creative Reflexivity Digital Project (CCRDP)**: The CCRDP is a multi-genre digital project mixing critical research/analysis, personal positionality/reflectivity, arts, and popular sources/media to create a coherent "argument" (i.e. follows the modes and interpretation) about your topic/thesis using critical thinking skills, epistemologies, and methods of inquiry to find appropriate research to support your argument. Projects should be between **7-8 pages** of written material (1750-2000 words double-spaced) and include 2-3 artistic/multimodal images and include a digital self-reflexivity competent on your positionality/ growth/ experience/ reflection. Your thoughts will be presented as a digital presentation: Movie/Vlog, PPT/Prezi, Blog/Digital Journal etc. Note it is NOT a portfolio or bibliography of sources. It is a well-crafted merger of creative texts, rhetorical argument, and personal reflection, combining stylistic methodologies, creative voices, and rhetorical tactics. Video components should be between **10-20 minutes**. *A detailed assignment sheet and rubric will be on D2L and gone over in class.* **30%**

Due: **Dec 10th** via online. **No assignments will be accepted after 5pm on 12/10.**

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>.

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.

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>.

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.

Required Access to Technology:

Please see the University's resource page at https://ucalgary.service-ow.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

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>

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):

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.

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:

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>

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].

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. ..."
~Marylin Dumont, "Letter to Sir John A. MacDonald," from *A Really Good Brown Girl* (199