



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM
FACULTY OF ARTS**

**INDG 201 Lecture 02
Introduction to Indigenous Studies
FALL 2021**

COURSE DAY/TIME: T/TR 3:30pm-4:45pm
INSTRUCTOR: Adela Tesarek Kincaid, PhD
EMAIL: atkincai@ucalgary.ca
OFFICE HOURS: Online - Thursday 4:45pm or by appointment
DELIVERY METHOD: Online - Synchronous
COURSE PREREQUISITES: None
TEACHING ASSISTANT: Cara Peacock
EMAIL: cara.peacock@ucalgary.ca

COURSE DESCRIPTION

A multi-disciplinary, theoretical and empirical overview of the situations, perspectives, and aspirations of selected Indigenous peoples with a focus on the Canadian context.

This course is an introduction to the study of Indigenous peoples in Canada while exploring links to Indigenous peoples from around the world. The course is organized around four themes: precolonial history, colonization, justice, and sustainable relations that Indigenous peoples have with the land.

The course incorporates an interdisciplinary perspective and employs multiple lenses to strive toward a more holistic understanding of Indigenous histories, societies, worldviews, perspectives and relationships with animals and the environment. Teaching and learning methods will include short lectures, case studies, videos, podcasts, class discussions, student presentations, guest lectures and collaborative learning. The course syllabus and schedule might change throughout the term as needed. Assigned readings should be read prior to class.

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 introduce the student to an international orientation of Indigenous peoples
- To instil respect for Indigenous worldviews and perspectives, realities, experiences, and cultures from around the world
- To develop in the student an understanding of ways of knowing that are complementary, separate and conflicting with western scientific concepts
- To demonstrate an awareness of colonialism, and the diverse and enduring impacts upon Indigenous people, and the legacy of the colonialism
- To apply a multidisciplinary, interdisciplinary and transdisciplinary understanding of Indigenous studies and to strive toward a holistic understanding
- To provide the student opportunities to apply critical thinking skills while analysing colonialism and systemic oppression within a historic and contemporary context
- To gain an appreciation for the relationships that Indigenous peoples have with the environment
- To introduce students to concepts surrounding traditional and land-based knowledge
- To develop a personal understanding of de-colonization

REQUIRED TEXTBOOK(S)

Dickason, O.P. & Newbigging, W. (2019). *Indigenous Peoples within Canada: A concise history 4th Ed.* Oxford University Press.

Please acquire the text book from the University of Calgary bookstore. Additional readings will be posted on D2L.

REQUIRED TECHNOLOGY

This course will take place online via Desire2Learn (D2L) and Zoom. To succeed in the course, students are encouraged to participate in asynchronous learning tasks using the D2L learning environment and **to attend** regular synchronous Zoom sessions. Zoom sessions will take place during the scheduled class time. When unable to participate live due to unforeseen circumstances, inform the instructor in advance and connect with a peer to discuss missed material.

Please come prepared with a:

- computer with a stable internet connection
- web camera and a good microphone (headset or built into the computer) for class meetings and presentations
- current antivirus and/or firewall software
- current and updated web browser
- word processing software (Word)
- computer software that enables viewing videos and listening to podcasts

During our regular class zoom meetings please add your full name below the video of yourself so that it is clearly visible to all in the class. Please have your camera turned on and microphone muted upon joining the class.

Zoom is a video conferencing program that will allow us to meet during scheduled class time for a “live” video conference, so that we can have the opportunity to meet and cover course material virtually. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. The use

of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. The instructor may occasionally record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Podcast	25%	Oct. 15
Presentation	25%	*Date to be assigned to each group
Participation	20%	Report due Nov. 29
Final take home essay	30%	Posted Dec. 1. Due Dec. 8
Total	100%	

*Students will receive their podcast and presentation grades prior to the last day of class through D2L.

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

COURSE SCHEDULE & TOPICS:

The schedule is tentative and may change as the need arises. Additional videos, podcasts, readings and tutorials will be available on D2L to support assignments and course learning.

DATE	TOPIC	READINGS
Week 1	Introductions and orientation to course	Collaborative course work survey (in class)
Week 2	Origins and precolonial history	Chapter 1: Origin stories

Week 3	Pre-contact economies (trade, egalitarianism)	Chapter 2: At the beginning
Week 4	Overview of Indigenous groups in the West	Chapter 8: Westward and Northward
Week 5	Governance structures	Chapter 18: The road to self-government
Week 6	Métis Peoplehood and Culture	TBD and posted on D2L
Week 7	Justice - Assimilation, isolation and experimentation	Chapter 10: The “Indian Problem” Isolation, Assimilation, and Experimentation
Week 8	Loss of land and resources	Chapter 13: Time of Troubles Chapter 14: Repression and Resistance
Week 9	Resistance	Chapter 15: Tightening the Reins: Resistance Grows and Organizes
Week 10	No Classes	Term Break (No Reading)
Week 11	Animal-human relations	Chapter 18: The road to self-government
Week 12	Indigenous knowledge and TEK	Strengthening human-animal relationships as a doorway to Indigenous holistic wellness https://www.liebertpub.com/doi/abs/10.1089/eco.2019.0003
Week 13	Indigenous knowledge and climate change	TBD and posted on D2L
Week 14	Peer Evaluations and conclusion	Take home exam - Essay

ASSIGNMENT(S)

You will find a description of the assignment requirements, the assessment methods, and format and submission procedures below. All assignments are to be submitted through D2L.

REFLECTIVE PODCAST

The mid-term assignment is a podcast project. The podcast will consist of reflecting on learning that took place during the first half of the semester and is due **October 15** via the course D2L site (at the end of the day 11:59pm). The assignment specifications are shared below and will also be discussed during class and posted on D2L.

Students will develop a creative 10-minute podcast that is a self-reflection highlighting key understandings of the material covered during the first half of the semester. The podcast will utilize course readings, self-reflection, film & audio, lectures, and discussions that took place during class meetings. Students must cite and submit accompanying references through D2L which will provide details regarding the sources of the information relayed in the podcast. The Instructor will

be the only person that will have access to the students' work but might ask for permission to share specific podcasts if they contribute to course learning (student work will not be shared unless prior permission is granted from the student).

One example of 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 with planning podcast content include:

- What have been the most interesting aspects learned in INDG 201 and how did they impact you?
- What was difficult, confusing or contradictory to your personal beliefs?
- Were you able to resolve these difficulties? If so, how? If not, why not?
- What key concepts did you learn in the course so far? How have these learnings helped you to grow or change? Provide detailed examples.
- What makes INDG studies an important area of study? What aspect of Indigenous studies interests you the most? Be specific

Helpful tips to help students succeed include to look at the questions outlined above as well as the course objectives, record ideas about how the readings and class experiences impacted your learning and how major concepts inform your understandings. Revisit the questions and course objectives and develop your answers. Provide specific examples that will support your answers. The podcast should analyze your learning of the course concepts and the relationship to the course objectives. Feel free to be creative.

The rubric that will be used to assess the podcast will be posted on D2L and is centred on the depth of reflection, connections made to class material, creativity, references, organization of material, word choice, flow, audience and use of technology. Similar to a paper, a podcast requires planning and research, a specific thesis or argument, writing and recording the material, and thorough editing.

GROUP PRESENTATIONS AND DISCUSSION QUESTIONS

Groups will be formed by the instructor and based on the survey that each student will complete during the first week of classes (assigned groups and presentation dates will be posted on D2L). A topic will be assigned to your group and your presentation will elaborate on the topic covered that week. Each group is responsible for the research that will focus on the development and presentation of a 30-minute seminar/lesson (lesson plan) which is to include class discussion and questions. Experimentation with methods that engage the class are encouraged. The presentation dates will be assigned to each group and discussed in class (one presentation is to take place each week starting the second week of classes). Groups may utilize visual aids, power point, web project, art piece or any other presentation approach. Please familiarize yourself with the zoom features in order to deliver the presentation to the class.

Each group will need to discuss their presentation and related questions with me or with a TA during the first and second week of class. Additional meetings with me are encouraged leading up to your presentation date.

Each group is responsible for developing and providing three discussion questions and a thorough and accurate response to each of the questions (mini essays). This must be supported by academic literature using APA format. The three questions should be used as part of a discussion with the class during your presentation.

Presentations require a **lesson plan** and at least **6 references from academic sources**. Please incorporate references and discussion questions into the presentation (using APA format). The **presentation** as well as the **questions, answers and references** should be submitted through D2L.

Presentations will be assessed based on the following criteria:

- evidence that the group practiced the presentation prior to delivery (worked well together)
- group was able to collaboratively use technology to effectively deliver their presentation
- group engaged the class
- group developed and executed a lesson plan
- group delivered information in creative ways and through the use of various mediums
- presentation was creative
- group demonstrated understanding of concepts learned in class
- taught the class something new and incorporated an international component
- group submitted questions and answers (used APA and followed formatting specifications discussed during class and posted on D2L)

PARTICIPATION

Participation comprises 20% of the final grade which includes: attendance, class discussions, peer-assessments, a reflective self-evaluation and active participation in group learning. This course will be highly interactive and will include various opportunities for active engagement during each class session through talking circles, organized discussion in small and larger groups, small group work etc. Your participation will be assessed by your peers (method to be discussed during the first week of classes), by your instructor and through your own self-evaluation and reflection. The reflective evaluation will be due during the last week of the term to gather feedback from your peers and from you regarding your participation in the course. Your participation grade will be based on the consistency of your engagement, respect displayed toward all people involved with the course and the thoughtfulness of your contributions and on your interaction with others.

WRITING STATEMENT

Written assignments are often required in Indigenous Studies courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be considered in the determination of grades. 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>

FINAL ESSAY

The final exam will consist of a take-home essay format. Reference material and citations should consistently follow the APA format. Specifications will be discussed during the last week of class and students will be given one week to complete the take-home exam.

The take-home essay will draw upon class readings, lectures, and presentations. The essay should draw heavily on material from the second half of the course. Citations and references should follow

APA standards. The marking rubric is shared below:

Categories and Criteria	A	B	C	D	F
Knowledge/ Understanding <i>Information and ideas</i>	Accurate information and insightful, thoughtful ideas. Teaches/presents something new.	Accurate information and complete ideas.	Presents some accurate information and ideas.	Incomplete and/or inaccurate information and ideas.	Limited or missing information and ideas.
Thinking/Inquiry <i>Analyzing and Explaining</i>	Expresses many ideas, supported by relevant evidence/rationale. Uses APA correctly.	Expresses ideas, supported by evidence. Minor APA errors.	Expresses some ideas, sometimes supported. Some major errors using APA.	Expresses few ideas, with limited support. Major errors using APA.	Ideas are not clear. Plagiarized content or incorrectly used APA.
Communication and Application <i>Language and Style</i>	No (or very minor) mechanical writing errors.	Some minor mechanical writing errors.	Some major mechanical writing errors.	Frequent, major mechanical writing errors.	Writing is difficult to understand.
Connections	Makes many personal, academic and course connections.	Makes personal, academic and course connections.	Makes some personal, academic and/or course connections.	Makes few personal academic, and/or course connections.	No evidence of personal, academic, and/or course connections
Independent Learner	Evidence that student understood course content and continued to search for and read related literature. Student engaged with various research on the topic.	Evidence that student understood course content and read related literature. Student engaged with research on the topic.	Some evidence of understanding course content and read related literature. Some engagement with research.	Limited evidence that student understood course content and read additional literature. Student did not engage with research.	No evidence of understanding course content or additional literature. No engagement with additional research.

LATE PENALTIES

Deadlines will be treated seriously. It is unfair to students who meet deadlines if those who have taken extra time are treated equally. Late assignments, those without an extension granted by the TA or instructor, will be docked 5% per day (including weekends). Papers more than 7 days late will not be marked and shall receive a mark of 0%. A description of the calculation of grades can be found below. A note of caution: computer failure is not grounds for an extension. Always back-up your work in order to avoid last-minute catastrophes. You have access to auto-backup cloud services through OneDrive – you are expected to use them. Please refer also to the policies on deferring term work.

Please talk to me in advance (minimum of 48 hours) if you feel you will be unable to hand in an assignment on time so that we can make alternative arrangements. Extensions will not be granted in the 48-hour period leading up to an assignment’s deadline, except in cases of an emergency and

only if accompanied by supporting documentation. Learning to manage one's time is a key component of university life, and students are expected to plan out their term work accordingly. I may refer you to an advisor for advice, particularly if you have missed a number of classes.

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 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. 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.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or during their office hours. Should you wish to meet outside of office hours, please email to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually.

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. These meetings will be held virtually.

Please be considerate of others and mute your sound upon entering the virtual classroom, also minimize other visual or audio distractions.

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.

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.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

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.

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 room MT116 in the lobby of MacKimmie Tower.

Important Contact Information

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>