



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM  
FACULTY OF ARTS**

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

**INSTRUCTOR:** Ramona Beatty

**EMAIL:** rgjbeatt@ucalgary.ca

**OFFICE HOURS:** Monday 1:30- 3:00 -via Zoom

**COURSE DAY/TIME:** MWF 10:00 - 10:50 synchronous - via Zoom

**DELIVERY METHOD:** Web-Based

**COURSE PRE-REQUISITES:** None

**TEACHING ASSISTANT:** Camielle Adams- camielle.adams@ucalgary.ca

**COURSE DESCRIPTION**

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

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

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

Topics to be discussed include:

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

**COURSE OBJECTIVES & LEARNING OUTCOMES**

The International Indigenous Studies Program has a range of capacities and critical thinking skills that our Majors will develop over the course of their degree. This course sets you on the pathway to achieving them.

For the full list of program learning outcomes expected at the end of the degree, please see: <https://arts.ucalgary.ca/international-indigenous-studies/about/program-statement>

For this Course, the learning objectives are:

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

### **CLASS STRUCTURE AND INSTRUCTION METHODS**

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

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

### **REQUIRED TEXTBOOKS AND ASSIGNED READINGS**

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

**Assigned Readings and links will be posted on D2L**

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

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

### **REQUIRED TECHNOLOGY**

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

## **COURSE SCHEDULE & TOPICS**

### **January 10 & 12- Introduction**

### **January 14, 17, 19 ,21 - Who are Indigenous Peoples?**

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

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

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

### **QUIZ #1 (10%) - January 26 - Materials from January 14 – January 24**

### **January 31 & February 2, 4 ,7 – UNDRIP**

**Read: Power Point lecture notes on D2L**

### **QUIZ # 2 (10%) – D2L February 9 \_Materials from January 31- February 7**

### **February 11 – Small group discussions**

### **February 14, 16 18, 28 & March 2 - Indigenous and Western Science Worldviews/Ontologies**

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

**Read: Worldview - power point lecture notes - D2L**

**Read: Ojibwa worldview pdf - D2L**

**Read: Little Bear, Leroy. *Jagged Worldviews Colliding, Chapter 5, in M. Battiste &J. Barman, "Reclaiming Indigenous Voice and Vision", 1995* D2L**

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

### **March 4 & 7 - Indigenous Knowledge and Land.**

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

**Read:** Spirituality- power point lecture notes- D2L

**Reflective Essay (15%) – March 11**

**March 9 & 11– Colonization and De-colonization - Canadian Indigenous and Settler Relations - D2L**

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

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

**Read:** Blood, N., Chambers, C. *Making Connections to Land, People and Places: 'Love Thy Neighbour'*, D2L

**Group Presentations- March 14, 16, 18, 21, 23, 25, 28, 30 & April 1, 4, 6, 8**

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

**Assignments**

**Quiz #1 – 10% - January 26 – 10:00 a.m.**

**Length – 50 minutes – plus 25 minutes additional for any technical issues**

**Via D2L**

The quiz will consist of short answer questions based on readings, media presentations (film & audio), lectures and discussions. Coverage: all readings and class material - January 12- February 2

**Quiz #2 - 10%- February 9 – 10:00 a.m.**

**Length – 50 minutes- plus 25 minutes additional for any technical issues.**

**Via D2L**

The quiz will consist of long answer questions based on readings, media presentations (film & audio), lectures and discussions. Coverage: all readings and class material - February 9- March 11

**Reflection paper 15 % - Due March 11 by 11:59 p.m.**

The paper will be a **6-page double spaced essay** based on questions related to readings, media presentations (film & audio), lectures and discussions. Coverage: all readings and class material to March 14.

**MLA or APA citation style**

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

**Small Group discussions - 10% - 2 discussions x 5% = 10%**

Students will be enrolled in a semester-based cohort that will meet virtually, on 2 specific dates, to discuss the questions and issues posted by the Instructor on D2L. The group will be responsible for writing a 3-page response that includes all group member's responses, APA or MLA citation style, that addresses the question and is supported by course materials. The work must be submitted

via the D2L dropbox. If a student member does not contribute in a small group discussion, they will receive a zero.

**It is a collective grade.**

**Dates for small group discussions:**

**February 11**

**April 1**

**Written submission of the group's work is via the digital Dropbox in the course's D2L site.**

**Group Research Presentation and Discussion Questions - 30% collective grade –  
March 14, 16, 18, 21, 23, 25, 28, 30 & April 1, 4, 6, 8**

The class will be given a list of topics to research, and you may choose one and form a group based on your choice. Group members are responsible for a research project that will focus on the development and presentation of a formal and in class oral presentation on your chosen topic. The presentation will examine a historical and/or contemporary issue/topic that is related to Indigenous peoples. Please ensure that your topic incorporates the course objectives. Students will be required to research and develop a 30 - 45minute presentation which will include discussion questions. The presentation will be completed via Zoom on the course D2L site (live and recorded) and should be a power point, web project, art piece or any other appropriate presentational approach. Reference materials should be incorporated in the presentation utilizing APA or MLA format.

Please utilize the same font throughout the presentation.

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

**You and your group members will need to discuss your project with me by January 31**

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

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

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

**Final Project – 25 % - Podcast- Reflective learning. Due June 22 via D2L**

Student's will develop a 20–25-minute Podcast or Vodcast that is a self-reflection piece that will highlight their self-awareness and understanding of their own cultural frames of reference when analyzing their learning of Indigeneity and Indigenous Studies. The reflection exercise requires a student to express what they think, and more significantly, how and why they think that way

based on course readings, film & audio, lectures, discussions and their own course work. Students must submit an accompanying bibliography which details the sources (8 academic) of the information relayed in the podcast. The Instructor will be the only person that will have access to the students' work.

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

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

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

- #1 - What was the most interesting thing you learned in INDG 201 and why does it stick out in your mind?
- #2 - What were the most challenging issues or concepts that you encountered and why did you find them to be challenging?
- #3 - Were you able to address your challenges? If so, how? If not, why not?
- #4 - Examining your responses to these questions, what concepts learned in the course best illustrate what might have been happening you and be detailed.
- #5- How has the course developed your understanding of Indigenous perspectives in ways that will be helpful to you in your life and chosen profession?
- #6 - How has the course developed your understanding of and the ability to explain Indigenous perspectives to non-Indigenous Peoples?
- #7 - What advice would you give a friend planning to take INDG 201? Be specific.

### **Suggested methodology:**

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

### **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)	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 (0-49.99)

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.

### **LATE PENALTIES**

**If students miss a required component of the course, they must contact the instructor in writing within 24 hours to discuss options to submit that component. Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.**

### **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. 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, to be held virtually.

### **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](https://www.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](https://www.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](http://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](http://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/](http://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=86e7438013753ac06f3afbb2e144b031](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.

### **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](http://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](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://arts.ucalgary.ca/advising) for program assistance.

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

### **Important Contact Information**

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)  
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives  
Phone: 403-220-6551  
Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)  
Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association  
Phone: 403-220-5997  
Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)  
URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman  
Phone: 403-220-6420  
Email: [ombuds@ucalgary.ca](mailto: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>