



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM  
FACULTY OF ARTS**

**Summer 2022**

**INDG 397.12 L01: Topics in Canadian Indigenous Studies (Early Indigenous/Settler Writing)**

Pre/Co-Requisites: None	
Instructor: Dr. Barbara G. Barnes	Lecture Location: SA 107
Phone: 403-220-3869	Lecture Days/Time: Monday + Wednesday 12:00 to 14:45 pm
Email: <a href="mailto:bgbarnes@ucalgary.ca">bgbarnes@ucalgary.ca</a>	
Office: SS 721	Office Hours: Mondays 10:30 - 11:30 AM (in-person)
Instructor Email Policy: emails will be answered within 24 hours.	

**COURSE DESCRIPTION**

This course will use a Lecture format focusing on the multidisciplinary, theoretical, and empirical overview of the literature of selected Indigenous Peoples and selected early Canadian Immigrants literature. Early writing by these peoples is interesting and inspire questioning of what and how they perceived Canada in the early years.

**COURSE OBJECTIVES & LEARNING OUTCOMES**

1. To build an awareness, and understanding and an appreciation of the perspectives and cultures of Indigenous Peoples.
2. To increase students' understanding of the impact of European settlement on Indigenous Peoples in Canada.
3. To foster an understanding and appreciation of Indigenous identity.
4. To increase students' understanding of the complexity of defining identity.
5. To increase students' understanding of immigrant experiences in Canada, and their impact on Canadian society and culture.
6. To foster a greater understanding and appreciation of the early and continuing effect of ethno-cultural diversity on Canadian society and culture.
7. To increase students' critical and creative thinking, writing clarity and sophistication and ability to utilize logical arguments and conclusion.

**REQUIRED TEXTBOOK(S)**

1. Ruffo, A.G., Vermette, K., Moses, D.D., & Goldie, T. (2020) (Eds.) *An Anthology of Canadian Native Literature in English* (5<sup>th</sup> ed). Oxford University Press.
2. Maillet, A. (2007). *La Saguine*. Goose Lane Editions.

3. Marlyn, J. (2010). *Under the Ribs of Death*. McClelland and Stewart.
4. Beardy, F. & Coutts, R. (2017). (Eds.). *Voice from Hudson Bay: Cree Stories from York Factory* (2<sup>nd</sup> ed). McGill-Queen's University Press.

### **COURSE COMPONENT WEIGHTS AND DUE DATES**

COMPONENT	WEIGHTING	DUE DATES
<b>Reflection Paper</b>	<b>20%</b>	<b>JULY 4, 2022</b>
<b>Mid-Term Exam</b>	<b>25%</b>	<b>JULY 13, 2022</b>
<b>Research Paper</b>	<b>35%</b>	<b>AUGUST 3, 2022</b>
<b>Registrar-Scheduled Final Exam</b>	<b>20%</b>	<b>AUGUST 12-15</b>
Total	100%	

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

### **COURSE SCHEDULE & TOPICS**

#### **TENTATIVE CLASS SCHEDULE**

The following is the list of material covered each class. You are expected to come to class prepared by having read the articles and chapter material. This list is tentative and may be altered when undue circumstances arise.

Reading Index: NL=Anthology of Native Literature.  
 SR=Selected Readings in D2L.  
 AM=La Saguine.  
 JM=Under the Ribs of Death.  
 FB=Voices from Hudson Bay.

DATE	ACTIVITY
MON JUNE 27	<b>INTRODUCTION:</b> (a)Who We Are. (b)Review syllabus, Research Paper, Response Paper, and Exams (c)NL: Brant, Sutton
WED JUNE 29	<b>EARLY INDIGENOUS WRITERS:</b> (a)NL: Copway, Johnson, Cardinal, Redbird
MON JULY 4	<b>EARLY IMMIGRANT EXPERIENCES:</b> (a)Film: "First Winter" (1823 Irish experience). (18 min). (b)Film discussion. (c)" La Saguine". (d) <b>Reflection Paper Due***</b>
WED JULY 6	<b>EARLY IMMIGRANT HISTORY:</b> (a)" Under the Ribs of Death". (b)The Bards of Scotland Poems (on D2l).
MON	<b>WOMEN'S EARLY PIONEERS:</b>

JULY 11	(a)SR: Gardner's of wool, drawers of water. (on D2L) (b)SR: Women in New France: History. (on D2L) (c)Prep for Mid-Term Exam.
WED JULY 13	<b>MID-TERM EXAM***</b>
MON JULY 18	<b>INDIGENOUS VOICES:</b> (a)"Voices from HBCo". (b)SR: Harder. (on D2L) (c)NL: Campbell, Monionier.
WED JULY 20	<b>IMMIGRANT CONNECTIONS:</b> (a)SR: Moody, Par-Trail (on D2L)
MON JULY 25	<b>IMMIGRANT CONNECTIONS CONTINUED:</b> (a)SR: Stephen Stephansson. (on D2L) (b)SR: Keagan. (on D2L) (c)SR: Lysenko.(on D2L)
WED JULY 27	<b>THE BLACK "OTHERS":</b> (a)Film: "Secret Alberta: The Former Life of Amber Valley"(13 min). (b)SR: History of Black Peoples in Canada. (on D2L)
MON AUG 1	<b><u>ALBERTA HERITAGE DAY:</u></b> <b><u>NO CLASS</u></b>
WED AUG 3	<b>THE JAPANESE, CHINESE, "OTHERS":</b> (a)Film: "Obachan's Garden" (1hr 34 min) (b)Film: "Under the Willow Tree" (51 min) (c) <b>RESEARCH PAPERS DUE***</b>
MON AUG 8	<b>INDIGENOUS:</b> (a)Film: "Elder in the Making" (1hr 15 min).
WED AUG 10	<b>PULLING IT ALL TOGETHER</b> (a)Looking over, looking back, looking forward...

AUG 12 TO AUG 15: REGISTRAR-SCHEDULED FINAL EXAM

**UNIVERSITY OF CALGARY**  
**INDIGENOUS STUDIES 397.12 – LECTURE 01**  
**“TOPICS IN CANADIAN INDIGENOUS STUDIES: EARLY INDIGENOUS/ SETTLER WRITING”**  
**Dr. Barbara G. Barnes**  
**SUMMER 2022**

**Assignment:** Reflection Paper

**Due:** July 4, 2022

**Length:** 5 typed pages, double spaced

**Weight:** 20%

**THE TASK:** I would like you to explore your ancestors. You may have never thought about where your family came from or where they lived. Were they here in Canada being an Indigenous Person, or did they emigrate from Europe? How much (if any) of an influence does this have on your identity? Does it affect your identity at all? Are there customs, stories, rituals, beliefs, behaviours that you carry on? Does this matter? Was it important to your family to maintain their ethnicity? How important is it to you? Have you gone onto Ancestry.ca to check out any information about your family history? Does any of this influence who you are today? If so, how. If not, then why not? Basically, talk about who you are and who or what, if any, influences you have had that make you who you are today. Does any of the lecture material help inspire you to seek further information? Talk about you.

**EVALUATION:** There is no set writing style to this assignment. Be as free as you wish to let ideas and thoughts flow. Use first person. No need for bibliographic references, spelling and grammar needs to be accurate. Please have a “Title Page” with your name, ID #, class, date, and professor’s name, and title (if you wish).

Please remember that with assignments, penalties apply for any lateness (see Syllabus expectations).

**THE UNIVERSITY OF CALGARY**  
**INDIGENOUS STUDIES 397.12 – LECTURE 01**  
**“TOPICS IN CANADIAN INDIGENOUS STUDIES: EARLY INDIGENOUS/ SETTLER WRITING”**  
**Dr. Barbara G. Barnes**  
**Summer 2022**

**Assignment:** Research Paper

**Due:** August 3, 2022

**Length:** 6 typed pages, double spaced

**Weight:** 35%

**THE TASK:** Choose a topic that you are eager to explore and find answers to. Construct a clearly focused research question about it. Conduct the research necessary to contextualize the issue you are addressing and to answer your question. Remember that a well thought out research question is at the heart of the paper. Your project must be related to the subject matter of the course. You should provide your reader with sufficient background information to appreciate the contexts that inform the topic you are addressing and the significance of the question you have raised. You should also assert your thesis clearly, and provide convincing evidence to support it.

**EVALUATION:** Papers will be evaluated based on the following criteria: (a) a clearly proposed research question and at least 6 sources (7 pts), (b) quality of research do you have a clear thesis statement and provided support and detail to it (7 pts), (c) analytical sophistication using quotes to support your key issues and including your insight and voice (7 pts), (d) writing effectiveness, writing errors will be deducted (7 pts), (e) presentation, typed and double spaced and annotated bibliographies, proper title page (7 pts).

**PRESENTATION FORMAT:** Papers should be typewritten and double-spaced. They should include an **annotated bibliography** of no less than **six sources**. An annotated bibliography includes a short paragraph (approximately 4-5 sentences) in which you describe and evaluate (not summarize) the source briefly. Follow correct bibliographic form, using the **APA style**.

Sources must be carefully acknowledged throughout the paper in accordance with the APA style format. Remember that plagiarism is a serious offence and must be avoided. You must document not only direct quotations, but also paraphrases and borrowed ideas where they appear in your text. A list of references at the end of your paper is insufficient by itself. Readers **MUST BE ABLE TO TELL YOUR WORDS AND IDEAS FROM THOSE OF OTHERS**. All sources must be properly acknowledged, including Web pages and visual media. Web pages can be used **ONLY** if it is 3 pages or more in information. If in doubt as to what constitutes plagiarism, students should consult the student calendar and the instructor. Research presented in a format other than the research paper should also include an annotated bibliography.

Complete a “Title Page” and “Reference Page”. These pages do not count in the required 6-page length. Also, use 12 Font and do not leave spaces between paragraphs. Please **DO NOT** use Wikipedia, Blogs, Twitter as they are not a valid website, if found to use it you will

receive an “F” grade.

**GENERAL SUGGESTS:** Remember that your research question is at the heart of your paper and setting it out clearly facilitates the process of writing a research paper. Some of you may already know what topic you wish to search out, and the question you wish to answer; if not, make use of the required readings, as well as lectures, class discussions and of information you might gather from staying abreast of local, regional, national and international news to help you to discover appropriate topics and to construct researchable questions.

I have listed a few possible topics that could be the basis of a research project. Please note that these suggestions are broad and will need to be narrowed considerably. It is hoped that it will stimulate students to raise research questions of their own that would provide a suitable point of departure for this assignment. Students should consult the instructor about their topic and research questions.

Students should consult as many relevant sources as possible to explore their topic adequately.

### **Some Possible Research Topics:**

1. Compare an Indigenous culture and a European culture.
2. The role of sustaining Indigenous identity among the influence and influx of European cultures.
3. Similarities or Differences between folklores.
4. What makes a Canadian Identity?
5. Ancestor connection: what does that really mean for your identity today.
6. There can be any number of topics. Be creative and explore what interests you.

Students are welcomed to share their ideas and intent with the instructor.  
Try and be as creative about our topic as you can.

### Example of Annotated Bibliography:

#### References

Barnes, B. G. (2077) *The identity of sasquatch*. University of Toronto Press.

This reference talked about the secret sasquatch being observed by many. It is a great source for getting details as to what people have found. This book should be read by students in this class, or anyone searching for information about sasquatches. It helped me make my points throughout the paper.

Smith, D.B. (2035) *Growing up in Calgary in the 1700s*. University of Calgary Press.

This reference provided hilarious accounts of what people did back in the 1700s in Calgary. Alberta. It was a super article as I was able to compare behaviours that differed in other parts of Canada. A worthwhile read.

### **ASSIGNMENT(S)**

1. Detailed instructions for each assignment (Response Paper and Research Paper) will be included

here, as well as, on D2L. **Assignments will need to be handed in through the D2L site** the day it is due, and it will not be considered late if posted prior to **11:59 pm** the same day

### **MID-TERM EXAMINATION**

*Students will write one two hour Closed Book Mid-Term Exam testing their knowledge of the material covered to that point. This exam will consist of two parts. Part A will be a Contextualization, given 6 short answer questions to which the student will answer 4 of them. 2.5 points will be given for each question for a total of 10 points. Part B will be an Essay question Students will have a choice of choosing one essay out of two given. Total points for the essay will be 15 points.*

### **FINAL EXAMINATION**

*There will be a Final Exam in this course. Students will write one two-hour Final Exam. The Exam will be a Registrar scheduled and Closed Book consisting of two parts. Part A will be a Contextualization, given 6 short answer questions to which the student will answer 4 of them. 1.5 points will be given for each question for a total of 6 points. Part B will be an Essay question. Students will have a choice of choosing one essay out of two given. Total points for the essay will be 14 points. The Final Exam will test the students' knowledge of the material covered from the mid-term exam onwards.*

*Students must be available for examinations up to the last day of the examination period. Students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures:*

*<http://ucalgary.ca/registrar/exams/deferred-exams>.*

### **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 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**

*Assignments submitted after the deadline will be penalized with the loss of 3 marks for each day (not Class) that the assignments are overdue. For example, an essay that receives an 18/20 will receive a 15/20 if one day late. Please contact me ahead of time if possible if you will not be attending class or submitting work late. Documentation will be needed to confirm the emergency. In some cases, the only accommodation may be for the student to apply for a Deferral of Term Work from the Registrar's website.*

### **INSTRUCTOR GUIDELINES**

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

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one-on-one meeting outside of these hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

### **MENTAL HEALTH SUPPORTS**

International Indigenous Studies covers topics that can have elements that are emotionally difficult to talk about. The INDG website contains supports and resources for students that can be accessed both on and off campus.

Please see:

- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus>
- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus-0>

### **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).

### **Academic Accommodation**

It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>). 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.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities.

### **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**

All 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)**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **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>