

UNIVERSITY OF CALGARY
FACULTY OF ARTS
INTERNATIONAL INDIGENOUS STUDIES
COURSE OUTLINE

INDG 399.17 L01 Special Topics in International Indigenous Studies:
International Indigenous Issues

Block Week, Spring 2018

May 14-18, 9:00 – 4:30 pm (8:30 am smudge optional)

Faculty of Social Work Professional Building Classroom: 4259

Instructor: Les Jerome and Linda Kreitzer

Phone: (403) 220-7095; (780) 492-0892

E-mail: ljerome@ucalgary.ca lmkreitz@ucalgary.ca

Office hours: One half hour after class finishes – 4:30 – 5:00pm

Course website: D2L

Course description: This course examines international indigenous issues; colonization and its effect on Indigenous peoples today. Current issues resulting from macro oppression will be discussed. A combination of personal experience, group work, guest speakers and media resources provides a stimulating and thought-provoking course and everyone's place in maintaining (and addressing) these dynamics.

The course has no pre-requisites or co-requisites.

Course Objectives and Learning Outcomes

1. To become familiar with the incredible diversity of different Indigenous peoples globally, on an individual, familial, group, community and national basis.
2. To examine the effects of colonization on these Indigenous peoples; particularly through policy analysis and development both historically and concurrently. Students will become aware of social injustices on a global scale, both historically and concurrently. Students will begin to discover tangible ways in which to address these structural sources of inequity via critical thinking, reflection, and social action.
3. To examine one's own values concerning colonization, diversity, macro oppression and Indigenous issues. Values and principles of the social work profession will be emphasized, as well as practical links between social work theory and practice.
4. To discuss current issues concerning Indigenous peoples, including the work of Indigenous peoples currently engaged in struggle in micro and mezzo ways, and the role of the United Nations and other NGO's in this struggle. Links to social work values, social work identity, guiding and principles of the profession will be emphasized. A discussion of decolonization will give students the opportunity for group work.
5. Students will engage in research. Historically and concurrently, individual, organizational and societal change will be discussed.

Texts and readings:

There is no text for this course. Readings will be provided on D2L upon the beginning of the course. The course will be opened one week in advance so that students can access the readings for the first day. Students are expected to have read the articles and be prepared to comment on them each day.

Readings for May 14, 2018

Maaka, R. C.A. and Andersen, C. (2006). *The Indigenous experience: Global perspective*. Toronto, ON: Canadian Scholars Press. Chapters 1 and 2.

Readings for May 15, 2018

Williams, R. A. (2012). *The doctrine of extinguishment*. Presented at the Permanent Forum on Indigenous Issues, New York, NY, United Nations, May 7.

Hughes, L. (2003). *The no-nonsense guide to Indigenous peoples*. Oxford, UK: New International. Chapter 2.

Readings for May 16, 2018

Blaser, M. (2004). 'Way of life' or 'who decides': Development, Paraguayan indigenism and the Yshiro people's life projects. In M. Blaser, H Feit, & G. McRae (Eds.). *In the way of development: Indigenous peoples, life project and globalization*. New York, NY: Zed.

Come, M.C. (2004). Survival in the context of mega-resource development: Experiences of the James Bay Crees and the First Nations of Canada. In M. Blaser, H Feit, & G. McRae (Eds.). *In the way of development: Indigenous peoples, life project and globalization*. New York, NY: Zed.

Readings for May 17, 2018

Laenui, P. (2000). Process of decolonization. In M. Battiste (Ed.) *Reclaiming indigenous voices and vision*. Vancouver, BC: UBC.

The Truth and reconciliation commission (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. Winnipeg, MN: National Centre for Truth and Reconciliation.

Reading for May 18, 2018

Deer, K. (2010). Reflections on the development, adoption and implementation of the UN Declaration on the Rights of Indigenous Peoples. In J. Hartley, P. Joffe & J. Preston (Eds). *Realizing the UN Declaration on the Rights of Indigenous Peoples: Triumph, hope and action*. Saskatoon, SK: Purich.

Class schedule – Please note that there will be the opportunity to smudge before each class. If you wish to do this (it is optional), please meet in the classroom at 8:30am for further instructions.

May 14 Morning - Introductions and exercise about values

Afternoon – Definitions of Indigenous peoples, film Babakiueria/Discussion to follow.

May 15 Morning – Class reflections, Historical influence of western civilization, film The Goddess Remembered.

Afternoon – Guest speaker – Francis Boayke (Ghana)

Guest speaker – Laksmi Krisna (India)

May 16 Morning – Reflections, Colonization of North America (USA and Canada) and South America

Afternoon – Current issues concerning indigenous peoples, Video Once were warriors, debrief of the video.

May 17 - Morning – Reflections, Truth and Reconciliation process, Guest speaker
Afternoon – Breakout groups: “What can we do to aid decolonization?”, Groups report back to class.

May 18 Morning – Reflections, United Nations and NGO’s concerning UNDRIP
Afternoon – Film – Yakoana and debriefing, discussion of final assignment.

Assignments and Evaluation:

There are no in-class tests or a final exam for this class. The students are graded on critical thinking, participation and a final essay.

Critical thinking paper – 20%

Term paper – 60%

Class participation – 20%

Critical thinking paper – 20% - Due date: Monday May 21, 2018

This critical thinking paper will be 5 pages long on the topic of colonization specifically. Students will reflect on their own feelings, journeys and thinking concerning colonization. There will be a rubric for this assignment taking into account the Reciprocal Dialogue processes outlined in Freire (1995) and Smith (2000) and others to further decolonize thinking and learning. The point of Reciprocal Dialogue is to speak and listen respectfully; and in the contexts, such as these, a very different kind (and approved ‘quality of’) knowledge will result from students speaking and listening respectfully. The reflective period each morning will be the basis for this paper and each student is expected to give their thoughts and reflections throughout the week. Each day reflections will count as 4% of the final grade (five days times 4% = 20%) and any day missed will result in the students’ permanent loss of the mark.

Term paper – 60% - Due date – June 6, 2018

Students will write a paper in essay form that will research a culture of indigenous peoples, not in Canada, but somewhere else in the world. The essay will be divided into three parts: 1) history of the peoples; 2) colonization process; and 3) current issues with this indigenous group.

Topics must be cleared with the instructors by the end of the block week. The breakdown will consist of historical; relating to colonization; and current issues. A minimum of 15 references is required and special effort should be made on using Indigenous writers and scholars. A rubric will be given out in class for this paper. The paper is to be 12-15 pages long not including the title and reference page.

Reciprocal dialogue – 20% - Ongoing (daily) throughout the block course

Students are expected to participate fully in classroom discussion. Each day (except the first day) will begin with a reflection piece, in which students will share thoughts, comments, or questions pertaining to the previous day’s content. Students will be monitored to ensure fair grading is accomplished in this segment. Students are also expected to participate in an ongoing way throughout the rest of the days’ content as interest dictates.

Students are not expected to complete all assignments in order to receive a passing grade. All papers should be in **Word form** (not PDF) and should be put into the dropbox on D2L. Late papers will need to be discussed with the instructor.

Grading system:

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

Recommended readings

- Ani, M. (1994). *Yurugu: An African-centered critique of European cultural thought and behavior*. Trenton, NJ: Africa World Press, Inc.
- Armitage, A. (1995). *Comparing the policy of Aboriginal Assimilation: Australia, Canada, and New Zealand*. Vancouver, BC: UBC Press.
- Bastien, B. (2004). *Blackfoot ways of knowing*. Calgary, AB: University of Calgary Press.
- Battiste, M. (2000). *Reclaiming Indigenous Voice and Vision*. Vancouver, BC: UBC Press.
- Battiste, M. & Youngblood Henderson, J. (2000). *Protecting Indigenous Knowledge and Heritage*. Saskatoon, SK: Purich Publishing Ltd.
- Blaser, M. (2004). 'Way of life' or 'who decides': Development, Paraguayan indigenism and the Yshiro people's life projects. In M. Blaser, H. Feit, & G. McRae (Eds.). *In the way of development: Indigenous peoples, life project and globalization*. New York, NY: Zed.
- Blaser, M., Feit, H., and McRae, G. (2004). *In the Way of Development: Indigenous Peoples, Life Projects and Globalization*. New York, NY: Zed Books.
- Borlase, T. (1994). *The Labrador Settlers, Metis and Kablunangajuit*. Happy Valley-Goose Bay, LB: Labrador East Integrated School Board.
- Borlase, T. (1993). *The Labrador Inuit*. Happy Valley-Goose Bay, LB: Labrador East Integrated School Board.
- Brown, M. F. (2003). *Who owns native culture?* Cambridge, MA: Harvard University Press.
- Burger, J. (1990). *The Gaia Atlas of First Peoples: A future for the Indigenous world*. New York, NY: Anchor Books.
- Coates, Ken S. (2004). *A Global History of Indigenous Peoples: Struggle and Survival*. New York, NY: Palgrave/Macmillan.

- Come, M.C. (2004). Survival in the context of mega-resource development: Experiences of the James Bay Crees and the First Nations of Canada. In M. Blaser, H. Feit, & G. McRae (Eds.), *In the way of development: Indigenous peoples, life project and globalization*. New York, NY: Zed.
- Deer, K. (2010). Reflections on the development, adoption and implementation of the UN Declaration on the Rights of Indigenous Peoples. In J. Hartley, P. Joffe & J. Preston (Eds.) *Realizing the UN Declaration on the Rights of Indigenous Peoples: Triumph, Hope and Action*. Saskatoon, SK: Purich Publishing.
- Diamond, P. (2003). *A Fire in your Belly: Maori Leaders speak*. Wellington, NZ: Huia Publishers.
- Eversole, R., Mcneish, J.A. & Cimadamore, A.D. (2005). *Indigenous peoples and poverty: An International Perspective*. London, UK: Zed Books
- Fanon, Frantz (1968). *The wretched of the earth*. New York, NY: Gove Weidenfeld.
- Freire, P. (1997). *Pedagogy of the oppressed*. New Revised 20th Anniversary Edition. New York, NY: Continuum.
- Galdu Cala (2005-2006). *Journal of Indigenous Peoples Rights*. Kautokeino, NO: Resource Centre for the right of Indigenous Peoples.
- Galdu Resource Centre for the rights of Indigenous Peoples. www.galdu.org
- Goering, Brian (1993). *Indigenous Peoples of the World: An Introduction to Their Past, Present, and Future*. Saskatoon, SK: Purich.
- Herman, RDK (1999). Coin of the Realm: The Political economy of 'indolence' in the Hawaiian Islands. *History & Anthropology*, June, 11, 2/3, p. 387.
- Hughes, L. (2003). *The no-nonsense guide to Indigenous peoples*. Oxford, UK: New Internationalist Publication.
- Ishay, Micheline R. (2004). *The History of Human Rights: From Ancient Times to the Globalization Era*. Berkeley, CA: University of California Press.
- Laenui, P. (2000). Process of decolonization. In M. Battiste (Ed.) *Reclaiming indigenous voices and vision*. Vancouver, BC: UBC.
- Maaka, Roger, C. A. and Andersen, Chris (2006). *The Indigenous Experience: Global Perspectives*. Toronto, ON: Canadian Scholars Press, Inc.
- Memmi, A. (1965). *The colonizer and the colonized*. New York, NY: Orion Press.
- Menzies, Gavin (2003). *1421: The Year China Discovered the World*. New York, NY: Bantam.
- Morin, J.L. (2000). Indigenous Hawaiians under Statehood: Lesson for Puerto Rico. *Centro Journal*, XI, 2, 5-25.
- Mosha, R.S. (2000). *The Heartbeat of Indigenous Africa: A study of Chagga Educational System*. New York, NY: Garland Publishing Ltd.
- Pieterse, J.N. & Parekh, B. (1995). *The decolonization of imagination: Culture, knowledge and power*. London, UK: Zed Books.
- Saganash R. & Joffe, P. (2005). *Indigenous peoples and international human rights: Eliminating state discrimination*. Oxford Amnesty Lecture, Sheldonian Theatre, Oxford, February 2005. 13th Series: Land Rights.
- Satre, J.P. (2001). *Colonialism and Neocolonialism*. New York, NY: Routledge

- Semali, L.M. & Kincheloe, J.L. (1999). *What is Indigenous knowledge?* New York, NY: Falmer Press.
- Stegen, Manfred B. (2003). *Globalization: A Very Short Introduction*. Oxford, UK: Oxford University Press.
- Smith, L.T. (1999). *Decolonizing methodologies: Research and Indigenous peoples*. London, UK: Zed Books.
- Stannard, D.E. (1992). *The conquest of the new world: American Holocaust*. Oxford: Oxford University Press.
- Stewart-Harawira, M. (2005). *The new imperial order: Indigenous responses to globalization*. New York, NY: Zed Books
- Truth and Reconciliation Commission of Canada (2012). *Summary of final report*. Winnipeg, MB.: Truth and Reconciliation Commission of Canada.
- Venne, Sharon Helen (1998). *Our Elders Understand Our Rights: Evolving International Law Regarding Indigenous Peoples*. Penticton, BC: Theytus.
- Waldram, James B. (2004). *Revenge of the Windigo: The Construction of the Mind and Mental Health of North American Aboriginal Peoples*. Toronto, ON: University of Toronto Press.
- Williams, R. A. (2012). *The doctrine of extinguishment*. Presented at the Permanent Forum on Indigenous Issues, New York, NY, United Nations, May 7. Retrieved on May 1, 2018
<http://doctrineofdiscoveryforum.blogspot.ca/2012/10/the-doctrine-of-extinguishment.html>
- Weatherford, Jack (1994). *Savages and Civilization: Who Will Survive?* New York, NY: Crown Publishers, Inc.
- Willinsky, J. (1998). *Learning to divide the world: Education at empire's end*. Minneapolis, MN: University of Minnesota Press.
- Young, R. (1990). *White mythologies: Writing history and the West*. London, UK & New York, NY: Routledge.

Facebook Group for Indigenous Studies Program:

<https://www.facebook.com/groups/UC.IIST/>

Program Website:

<http://www.ucalgary.ca/indg/>

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>

Grade appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head of Political Science. Appeals must be requested within 15 days of receipt of the graded assignment. Please note that the "mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision."

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

Deferral of term work:

Instructors are normally free, subject to any established departmental or faculty procedures, to administer their own policies regarding deadlines for the completion of term papers or assignments. Please see policies on this course outline. Should you require an extension for completion of term papers or assignments, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations.

See *Calendar*: <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

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>

See *Calendar*: <http://www.ucalgary.ca/pubs/calendar/current/g-6.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>.

“Safewalk” Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk>

Freedom of Information and Privacy Act:

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, *students should identify themselves on all written work by using their ID number. Also, you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam.*

For more information see also <http://www.ucalgary.ca/legalservices/foip>

Academic Misconduct:

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

Student Ombuds Office:

<http://www.ucalgary.ca/ombuds/contact>

The Student Ombuds Office offers a safe place for undergraduate and graduate students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns (including appeals), and many other problems.

Contact for Students Union Representatives for the Faculty of Arts:

There are four Arts reps, with the email addresses being arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, and arts4@su.ucalgary.ca. Please contact if you have questions related to Students Union matters, events, or concerns.

Faculty of Arts Students' Centre and Student Information Resources:

Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts. Drop in at SS102, call us at 403-220-3580 or email us at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at <https://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

Writing support at U of C:

The Student Success Centre offers writing support in many forms. If you need individual coaching, or wish to attend a workshop, go to the following website:

http://www.ucalgary.ca/ssc/writing_support/undergraduate_writing_workshops

Plagiarism:

Plagiarism is an extremely serious offence. Please read the following information carefully.

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your work. A reference list at the end is insufficient by itself. Readers must be able to tell *exactly* where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor if you have any questions regarding how to document sources and become very familiar with penalties for plagiarism and academic misconduct.

The University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

Recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

<https://owl.english.purdue.edu/owl/section/1/2/>

Emergency Evacuation and Assembly points:

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see <https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>