

UNIVERSITY OF CALGARY
FACULTY OF ARTS
INTERNATIONAL INDIGENOUS STUDIES
COURSE OUTLINE

Indigenous Studies 399 L01

Topics in International Indigenous Issues- De- Colonizing Indigenous Children, Families and Communities and Indigeneity in the 21 Century

Winter 2020

T/TH | 12:30- 1:45 | ST 055

Instructor: Ramona Beatty

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Phone: 403-220 - 3869

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Office hours: **By email**

Course website: D2L

Course description: The course will be an interdisciplinary approach to understanding historical and contemporary experiences of Indigenous children, women and families. The course will examine how Indigenous peoples have been affected by colonialism and its legacy through an exploration of families, gender, identity, community, representation, and activism. It will explore the ways in which Indigenous ways of knowing and being shape alternative ways of conceptualizing and politicizing history, identity, place, self-determination, rights, and the effect on families and community wellbeing.

The purpose of this course is to give students a broad survey of the global, with attention paid to the Western Hemisphere, historical and contemporary effects of colonialism on Indigenous children, families, women and communities and the evolving political and social relationships between Indigenous peoples and Settler societies. The course will examine representations of Indigenous voices in the historical and contemporary discourses of colonization and decolonization and the implications for Indigenous and colonial/settler relationships. It will explore the concepts of Indigeneity, the construction of a social/political cultural identity, and the processes of de-colonization. This course will look at those issues and focus on how Indigenous Peoples are actively working to oppose their oppression and create sustainable futures. Most importantly it will investigate how the experiences of children, women, families and communities are expressed in contemporary cultural, intellectual, and social movements.

Class structure – February 25 - April 9- Individual Presentations

Students are to access individual presentations via the "Content" section on the course D2L site

Topics:

- Indigeneity: Historical and Contemporary Depictions
- Colonialism
- De-colonization
- Indigenous Ways of Knowing and Being
- Children and Families
- Gender
- Community
- Land and Territory
- Indigenous Movements/Activism and Coalitions

Objectives of the Course:

- survey the history of colonialism and de-colonization of some global Indigenous societies
- promote a deeper comprehension of the Indigenous and Settler relationship within the context of Colonization and de-colonization
- demonstrate an ability to analyze and synthesize core themes and concepts presented in the course specifically, the interdisciplinary historical, political, cultural and socioeconomic contexts of Indigenous Studies
- demonstrate an awareness of the fundamental concepts of the course and how together they aid in the understanding of issues faced by Indigenous peoples
- expand understanding of the concepts of Indigeneity as it relates to children, families and gender
- increase knowledge of the legacy of the colonial relationship between Indigenous and Settler societies;
- further the discussion of Indigenous ways of knowing and decolonizing theories and the linkage to children families, gender and communities
- develop a general understanding of the field of Indigenous Studies

The course draws from a mixture of Western and Indigenous knowledge. Instruction methods include: short lectures, videos, class discussions, student presentation, and presentations by guest lecturers. The lectures provide the basic course material.

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

Texts and readings:

Readings and links will be posted on D2L.

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

Assignments and Evaluation:**Reflective Writing: 10% x 2= 20%-February 13 and March 20**

You will complete 2 reflection essays related to course readings and lecture concepts. The essays will be 6 pages double spaced and will demonstrate the student's reflection and

application of class concepts. The reflective writing should be related to the course readings, films, and discussion in the preceding weeks. The work should refer to course readings, films and discussion and must demonstrate some analytical thought on the part of the author. In other words, take an issue and discuss it in depth; do not simply write up a summary of what we read or discussed in class. All sources that you use should be properly cited. Although these are short papers, please do not regard them as informal. They should have proper grammar and essay structure, including an introduction, discussion/argument and conclusion.

Seminar: 30% - February 25 – April 9

Individual students will be responsible for presenting a topic related to the course themes through two assigned readings selected by the student. The Instructor may assist the Student with this step of the research process. Student presentations will incorporate concise summaries of each author's main arguments, making comparisons among the authors, and drawing connections between the readings and course themes. Students must circulate copies of the readings, PowerPoint or video with audio and the analytical notes to the rest of the class via the course D2L site.

Please provide the instructor with a digital copy of your presentation materials, references, and questions.

Due on the original date assigned for the seminar.

Final Project - 30%

Option #1 - Research project includes a video presentation and supporting essay

or

Option # 2 - Research paper

Assignment Details for Option 1 and 2

Students will complete a research project and supporting essay *or* a research paper for this course. The project or research paper should build on your seminar topic and critically examine and analyze how the topic relates to Indigenous children, women, families and communities' experience and response to colonialism and de-colonization. The project or paper should incorporate course concepts and theories that support a compelling thesis and argument.

The research project is an 'open' project, wherein the student gets to decide the 'form' of the project. Whether it is a research paper, scrapbook, dance piece, artwork, sculpture, and the options are endless. The project must demonstrate learning and comprehension themes and objectives within the course.

Please note: All projects that are composed outside of a computer format, for example: artwork; the student must photograph or use some other digital means to capture the project which must be presented in a power point presentation or other related software.

Option #1 – Two-part Research project – 30%

Part 1- Video Presentation of final research project - 5% - April 9

Part 2 - Essay- 25%

Total for Parts 1 & 2 = 30%

Essay portion of Option # 1- research project - Due April 14

Both the video presentation, students may choose the format/platform to produce the video portion of the presentation and the 8-page double spaced essay components are to provide context and insight into the final piece of work. The written composition is required of this option if a research paper is not the student's selected format for the final research assignment.

The presentation and paper require 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.

Both portions of the assignment, video and essay, must be submitted via the appropriate D2L dropbox.

Option #2 – Research paper- 30%- Due April 14

Research Paper: 12-page double spaced research paper

The paper requires at least 8 references which must be from academic sources. Reference materials should be incorporated into the paper utilizing APA or MLA format.

The research paper must be submitted via the appropriate D2L dropbox.

Participation: 20%

Attendance, class discussion and active participation in group learning from January 13- March 12. This course will be highly interactive and will include various opportunities for active engagement during each class session, including organized discussions, debates, small group work, etc. Your participation will be graded based on the consistency and thoughtfulness of your contributions, and on your alert and respectful interaction with others in the class.

No Registrar scheduled final exam

Assignments submitted after the deadline will be penalized with the loss of 3 marks for each business day [not class] that the assignment is 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. Please refer also to the policies on deferring term work on this outline and in D2L

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>

Course work Submissions for Indigenous Studies:

All course work submissions for Indigenous Studies such as assignments, papers, take home final exams and other course work related to this program of study should be submitted on D2L.

Late Penalties:

Papers received after midnight of the due date will be considered 'late', thereafter, students will lose 2 marks per day. Please refer also to the policies on deferring term work on this outline and in D2L.

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

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The A+ grade is assigned rarely, and only for work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

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 Commissioner for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence from a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

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. Appeals must be requested within 15 days of receipt of the graded assignment.

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>.

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.

Plagiarism and Other Forms of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

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>

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 the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 day a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <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>