



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM
FACULTY OF ARTS**

**INDG 407 L01
COMPARATIVE INTERNATIONAL INDIGENOUS STUDIES
Truth and Reconciliation in Canada and Australia: Challenges and Possibilities
Fall 2021**

INSTRUCTOR: Dr. Jennifer Kelly
EMAIL: jgkelly@ucalgary.ca
OFFICE HOURS: Mondays 13:00 - 15:00 (Zoom or telephone; Zoom link tba)
COURSE DAY/TIME: Wednesdays, 17:00 - 19:45
DELIVERY METHOD: Web-Based - synchronous online
COURSE WEBSITE: d2l.ucalgary.ca
COURSE PRE-REQUISITES: 6 units from International Indigenous Studies - INDG303, INDG 305, INDG 399

COURSE DESCRIPTION

As mainstream awareness of the violent and traumatic histories of the colonization of Indigenous peoples in Canada and Australia has increased, national movements towards "reconciliation" have emerged in response. This course will engage with the histories, challenges, and possibilities of "reconciliation" between Indigenous and non-Indigenous peoples in the dominant nation-states of Canada and Australia.

In doing so we will: deepen our understanding of the histories of colonization and of Indigenous resistance and agency in Australia; consider how Indigenous peoples in both countries have challenged dominant discourses of nation, place, sovereignty, and identity; interrogate such concepts as 'apology,' 'reconciliation,' 'truth,' and 'history'; and consider the strengths and limitations of the traditional Australian-Canadian comparative model in relation to Indigenous perspectives.

Fundamental to these processes is the commitment of each course participant to critical self-reflection as necessary to relationship-building. Such self-reflection leads us towards understanding the historical and ideological sources of the gaps in our historical/cultural knowledge, how these relate to institutional practices (such as education, research, and government) and, therefore, to how each of us enters into and shapes relationship and 'reconciliation.'

This course is grounded in collaborative, inquiry-based learning, research, and discussion and is not lecture-based. In keeping with *ii'taa'poh'to'p* and its philosophy of ethical Shared Space, we recognize that meaningful intercultural dialogue "requires mutual respect and a true desire to learn from all involved."

Participants will develop a research project that considers how an Indigenous community

in Australia and an Indigenous community in Canada engage with a similar aspect of Indigenous/non-Indigenous relations and negotiations with 'truth' and/or 'reconciliation.' Fundamental to the proposal and the project is the ongoing consideration of the role and location of the 'researcher' in comparative international Indigenous studies.

Class time will include engagement with relevant events such as National Truth and Reconciliation Day (Sept. 30), The Australian Reconciliation Convention (Nov. 15-16, as practicable); film, video and guest speakers.

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>

In addition to those noted in the course description above, the learning objectives of the IIS program that apply directly to this course are that participants develop their abilities to

- analyze the nuances of their own social, political, and economic position in the context of the histories of Indigenous peoples
- explore areas of personal and societal transformation that lead towards a decolonized world
- understand central issues and concerns of Indigenous peoples in the Canadian and comparative contexts
- deploy evidence from a wide range of appropriate sources to build an informed argument
- recognize and evaluate the nuances of issues pertaining to Indigenous peoples
- reflectively articulate how their own ideas have changed in the process of learning
- create a basic research plan on a topic pertinent to Indigenous peoples
- deploy clear and effective written and oral communication skills
- work collaboratively with others

REQUIRED RESOURCES

All required and optional readings will be on D2L.
Foundational materials/websites include:

University of Calgary, *ii'taa'poh'to'p*, <https://live-ucalgary.ucalgary.ca/indigenous/ii-taapoh'top>

Bringing Them Home, the final report of The National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families <https://humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/publications/bringing-them-home>

Royal Commission into Aboriginal Deaths in Custody
<http://www.austlii.edu.au/au/other/IndigLRes/rciadic/>

Reconciliation Australia <https://www.reconciliation.org.au/>

Truth and Reconciliation Commission Canada:
<https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525>

TRC Reports: <https://nctr.ca/records/reports/>

TRC: *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*: https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf

Truth and Reconciliation Commission Canada - Calls to Action:
https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

Royal Commission on Aboriginal Peoples (RCAP): <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>

REQUIRED TECHNOLOGY

This course will be held online in a synchronous format. Participants will require a computer with internet connection and a camera.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Research/Reflection Journal	35%	weekly/biweekly; first submission Sept. 15
Group Project	15%	no later than 1 Dec.
Research Project: proposal	5%	20 October
project	25%	24 November
Participation	20%	ongoing
Total	100%	

Participants must complete all assignment components, including the group project, to receive a passing grade on the course. Contact your instructor immediately with any concerns about assignments and deadlines.

COURSE SCHEDULE & TOPICS

Please note that course schedule is subject to change and that the full schedule with required readings will be available on D2L.

DATE	TOPIC	READINGS
Sept. 8 - 22	Part I: Establishing Foundations	See Preliminary Schedule and Readings, below.
Sept. 29 - Oct. 27	Part II: Approaches to Indigenous "Australia" and to "Reconciliation" in Australia	See Preliminary Schedule and Readings, below.
Nov. 3 - Dec. 1	Part III: Critical Approaches to Comparative Studies	See Preliminary Schedule and Readings, below.
Dec. 8	Reflections	none required

RESEARCH LOG AND CRITICAL REFLECTION JOURNAL: 35%

Your journal will comprise your responses to course materials (including responses to class discussions), your log of independent research and class participation, and, crucially, your critical reflections on all of these. In brief, critical reflection comprises the thoughtful questioning of our responses in order to better understand their cultural, social, and historical foundations and, therefore, their limits and possibilities in relationship-building. Your journal will be submitted for feedback and direction on a regular basis. More detailed guidelines will be provided on D2L and discussed in class.

RESEARCH PROPOSAL AND PROJECT: (PROPOSAL 5%/PROJECT 25%)

Your research project will consider how an Indigenous community in Australia and an Indigenous community in Canada engage with a similar aspect of Indigenous/non-Indigenous relations and negotiations with 'truth' and/or 'reconciliation.' You will conduct independent research relevant to your specific topic. Fundamental to the proposal and to the project is the ongoing consideration of the role and location of the 'researcher' in comparative international Indigenous studies.

- You are required to submit a project proposal for discussion and approval.
- Your project may comprise a research paper (minimum 4,000 words) or you may consider developing your project in another form (ie, video).
- Regardless of the form you choose, you are required to demonstrate critical reflection and provide an accurate Works Cited.

GROUP PROJECT 15%

Your group project will further explore a concept, issue, or event raised in course materials. It requires that your group conduct further relevant research. The project will be presented via Zoom during class time. The content need not be but can be comparative (Australia/Canada); however, it cannot address the Canadian context alone. Projects will be developed in consultation with your instructor.

An important component of this assignment will be the group's log of research, project development, and reflections on the collaborative process, to be submitted to your instructor. Further guidelines will be provided on D2L.

PARTICIPATION 20%

Your participation, contributions, and commitment to collaborative learning, are valued. In keeping with *ii'taa'poh'to'p*, regular attendance, active listening, and respectful discussion are critical. We will discuss how to create our community online and with regard to the use of technology. (Typically in classroom settings I expect computers and phones to be set aside in favour of focused listening and engaging our memories, though at times technology in the class is useful for rapid fact-checking.)

Although there are justifiable reasons not to attend class, and you do **not** have to explain these, I expect you to inform both us and group members *ahead of time*, preferably by e-mail, if you are not going to be in class. This aspect of respect for others in the class community is critical for the assessment of participation. The research/reflection journal will include your ongoing record of your class participation both in and out of class-time.

Further guidelines will be provided on D2L and discussed in class.

On occasion, I may organize for a class meeting in-person sessions that involve knowledge-keepers, or engaging with Indigenous knowledge in a relational way. Of course, for any participant in the course who cannot or chooses not to attend in-person special sessions, we will do our best either to record or to hold these sessions online in parallel. I will also give you as much warning as possible about such sessions so you can plan for them. If you have specific concerns about meeting in person, or about being online when others are not, please talk to me directly, and we will work something out.

National Truth and Reconciliation Day, as well as other significant and related events, will take place during the semester, though not necessarily during our class time. You are **strongly** encouraged to attend National Truth and Reconciliation Day events (virtually or in person as you feel comfortable). Participation in such activities can be included/reflected in your journal and participation logs.

COMMUNICATION WITH INSTRUCTOR

Please contact me with any questions or concerns via email. I will try to respond promptly (within 24-48 hours on weekdays) though you will not get responses to emails on weekends. Please identify yourself by name in your e-mails, and always provide a subject, with the course number to the subject line or e-mail. It is perfectly appropriate to send a reminder e-mail within a day or two if you have not received a response.

Email is a common form of communication but it is not always the most effective way of answering student questions. And I am happy to meet with you individually. If you cannot make office hours, please request a one-on-one (virtual) meeting outside of these hours.

WRITING STATEMENT

Written assignments are often required in International Indigenous Studies courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

GRADING SCALE: The following grading scale will be used:

The International Indigenous Studies Program uses the percentage conversion scale below. Your final grade will be converted to the University's official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49.99

These are the grade ranges and specific numeric values I assign to letter grades on D2L. An A+ is solely honorific, meaning that its grade point amount is the same as an A (4.0). I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

EXTENSIONS AND LATE PENALTIES

Deadlines are expected to be treated seriously by participants, and there are many skills developed in the meeting of deadlines. (It is unfair to students who meet deadlines if those who have taken extra time are treated the same.)

There are, however, also valid reasons to request an extension of a deadline. Try to be as proactive as possible in managing your time and your deadlines from other courses. If you require an extension, contact your instructor immediately, and before 48 hours (two days) prior to the deadline, **at the latest**, or penalties will apply.

Late assignments, those without an extension granted by the instructor, will be docked 3% per weekday. Assignments more than 7 days late will not be marked and shall receive a mark of 0%. **REMINDER: YOU MUST COMPLETE EVERY ASSIGNMENT IN ORDER TO PASS THE COURSE.** A note of caution: computer failure is not grounds for an extension. Always back-up your work to avoid last-minute catastrophes. Emailing your work to yourself is a good strategy for keeping your work accessible from different locations/devices. Additionally, you have free access to auto-backup cloud services through OneDrive – please use them.

Unless you arrange otherwise, in advance, for particular kinds of print submissions, you will be submitting assignments electronically through the assignment dropbox in D2L by 23:59 of the due dates. **EMAILED ASSIGNMENTS WILL NOT BE ACCEPTED.** It is your responsibility to keep a copy of all assignments in case of loss by any cause.

Participants who confront emergencies are asked to reach out to me as soon as you are able to do so. In some cases, it may be advisable to apply for a Deferral of Term Work from the Registrar's website.

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>

PRELIMINARY SCHEDULE/READINGS -- see D2L for details

Sept. 15: University of Calgary, *ii'taa'poh'to'p*, <https://live-ucalgary.ucalgary.ca/indigenous/ii-taapohtop>

Sept. 22 - Oct. 27:

Reconciliation Australia <https://www.reconciliation.org.au/>

Royal Commission into Aboriginal Deaths in Custody
<http://www.austlii.edu.au/au/other/IndigLRes/rciadic/>

Bringing Them Home, the final report of The National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families <https://humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/publications/bringing-them-home>

Nov. 3 - Dec. 1: tba

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

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

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

Absence From a Mid-term Examination

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

Deferral of a Final Examination

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

Reappraisals

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

The University Calendar states that for reappraisal of academic assessments (final grades):

“A student may request a reappraisal of a final grade. The only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

University Regulations

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in

the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology

Please see the University's resource page at

https://ucalgary.service-ow.com/it?id=kb_article&sys_id=86e7438013753ac06f3afb2e144b031

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in room MT116 in the lobby of MacKimmie Tower.

Important Contact Information

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

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

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

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

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

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.

Facebook Group for Indigenous Studies Program: <https://www.facebook.com/groups/UC.IIST/>

INDG Program Website: <http://www.ucalgary.ca/indg/>

Writing Symbols Lodge (Native Centre) Website: <https://www.ucalgary.ca/nativecentre>

Library and Resource Website : <http://www.ucalgary.ca/library>