

**Indigenous Studies 502.01
Indigenous Awareness: Canadian Issues
Winter 2015**

**Lectures will typically be held for three hours once a week.
Tuesday Evening 17:00-19:45 (5pm-7:50pm)
January 13th First class – April 15th term end.**

Instructor: Gabrielle Lindstrom

Office Location: EDT 1206

Office Phone:

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Office Hours: By Appointment

Additional Information

Class Room: ST 64

Course Description:

The image of Aboriginal peoples in Canada is largely characterized as stereotypical and influenced by Canada's colonial history, and more recently, a general lack of awareness of Aboriginal culture by mainstream society. This course invites students to explore and apply their understanding of the relationship between Canada's Indigenous population and mainstream culture through an in-depth process of self-reflection, historical and contemporary perspectives, overview of relevant literature, independent study, critical discussion and assignments that focus on cross-cultural understanding.

Learner Outcomes:

Participants in this course will be invited to critically engage with literature, class discussion, written and oral assignments in order to critically explore and demonstrate understanding of:

- Self-reflect on current understanding of Aboriginal people in Canada and identify gaps in knowledge
- Understand the concept of cross-cultural awareness and its importance in relationships between cultures
- Trace the history of Aboriginal-Canadian relations
- Explore the colonial cultural ethos and empire building perspective
- Understand the impacts of the whiskey trade in Southern Alberta and its influence on modern-day stereotypes of Aboriginal peoples
- Identify how the reserve and education systems led to Aboriginal cultural break-down
- Explore current functioning of Aboriginal communities

- Engage in critical, cultural dialogue to arrive at cross-cultural understandings
- Examine current context of Aboriginal-Canadian relationships
- Understand Aboriginal identity
- Identify opportunities for cross-cultural awareness
- **NB:** Please also note that we will be engaging in potentially sensitive and/or provocative issues. Therefore, the foundational objective of this course is to foster a safe and respectful physical, intellectual, emotional, and spiritual space for all participants. I expect all students to demonstrate awareness of and respect for this.

Course Design and Delivery: In person blended with support from D2L. I teach from a respectful, adult learning space that includes an emphasis on students' responsibility for their own learning. The instructors will rely on students to direct and focus class discussions and assignments to meet their own learning needs.

Textbooks and Assigned Reading:

Belanger, Y. D. (2014). *Ways of knowing: An introduction to native studies in Canada*. Toronto: Nelson Education, Ltd. Selected chapters.

Dempsey, Hugh. (2002). *Firewater: The impact of the whiskey trade on the Blackfoot Nation*. Calgary: Fifth House Ltd.

Ermine, W. (2007). The ethical space for engagement. *Indigenous Law Journal*, 6 (1), pp. 194 – 203.

Whitbeck, L. B., Chen, X., & Hoyt, D. R. (2004). Discrimination, historical Loss and enculturation: Culturally specific risk and resiliency factors for alcohol abuse among American Indians. *Journal of Studies on Alcohol*, 65(4), 409-418.

NOTE: Additional readings may be assigned throughout the course and we will also be engaging with other media. It is your responsibility to ensure that required readings are completed prior to the class on the day for which they are assigned.

Learning Assignments and Evaluation

NOTE: Completion of all assignments is a requirement for a passing grade in this course

| Learning Assignment Number | Description of learning Assignment | Percent of final mark | Grouping for assignment |
|-----------------------------------|---|------------------------------|--------------------------------|
| Learning Assignment #1 | Critical Book Review | 25% | Individual |
| Learning Assignment #2 | Group Presentation | 20% | Group |
| Learning Assignment #3 | Research paper/Critical response | 40% | Individual |
| Participation | | 15% | Individual |

Learning Assignment Guidelines:

- Note: Please hand in your assignments directly to your instructor. If it is not possible to do so, a daytime drop box is available in SS 102. A night drop box is also available for after-hours submission. Assignments will be removed from this drop box at 8:30 each morning and stamped with the date that the assignment is removed from the drop box, and then placed in the instructor's mailbox. Alternately, you may submit an electronic copy on the assignment due date to gabrielle.lindstrom@ucalgary.ca. A
- All written assignments are to follow standard, APA 6th Edition formatting, double-spaced, with appropriate in-text citation and referencing when required. The APA manual is recommended but there are websites that provide basic instructions for APA formatting: <http://owl.english.purdue.edu/owl/resources/560/01/>
- Please see instructor **as soon as possible** if clarification or modification of assignments is requested

Learning Assignment #1

Provide a critical review of the book *Firewater: The impact of the whiskey trade on the Blackfoot nation* to demonstrate understanding of how colonial history can continue to influence stereotypes of Aboriginal peoples that persist today. The assignment will be marked based on your ability to critically engage with the following questions/concepts?

1. What is your response to the major themes/concepts presented in the book?
2. Did the author meet his established objectives? Why/why not?
3. Provide examples of how the author responds to the challenges of the book.
4. How did the author use historical references to meet his objectives of the book and provide examples?
5. How has the book contributed to a better understanding of the origins of contemporary Aboriginal stereotypes? Why/why not?
6. Is the book effective in contributing to cross cultural understanding? Why/why not?

The review is to be 6 – 8 pages in length (do not go over the maximum), double spaced, submitted as per the learning assignment guidelines. **DUE DATE: Feb. 24/15**

Learning Assignment #2

In groups (as assigned by instructor) of 3 – 4, develop and present a workshop that engages with some key learning outcomes we have established in the class. The over-all expectation of the workshop is to provide an experience of cross-cultural understanding that is based on how the group has taken up key course concepts. The workshop should be 30 (minimum) to 45 minutes in length (maximum) with a **1 - 2 page (maximum) written outline and rationale to be submitted one week prior to your group's presentation**. Each member of the group will receive the same grade. **Due Dates: Mar. 31/15 – April 7/15**

Learning Assignment #3

Option one: Submit a final research paper that demonstrates a comprehensive understanding of a key concept(s) of your choice that was taken up in the course and draws on relevant sources to support arguments. Please contact instructor at least one week prior to assignment to consult regarding your chosen topic. The paper is to be 8 – 10 pages in length (do not go over the maximum), double spaced, submitted as per the learning assignment guidelines

Option two: Critical reflection/response paper to overall course content. Your reflection should demonstrate:

1. How the course content has impacted you
2. What are your understandings in relation to course content
3. How will you apply what you have learned to any aspect of your personal or professional life

The paper is to be 8 – 10 pages in length (do not go over the maximum), double spaced, submitted as per the learning assignment guidelines. **Due Date: April 14/15**

Participation:

Because of the nature of the course and the content we will be taking up, full engagement with all discussions, readings, relevant course material, presentations, guest speakers, etc., is expected, required and closely tracked.

Grading Rubric:

| | A+ - A- | B+ - B- | C+ - C- | D | F |
|------------------------------|--|--|--|---|--|
| Preparedness | Clearly well prepared. Assigned readings were completed as per course schedule. | Well prepared. Assigned readings were usually completed as per course schedule | Somewhat prepared. Assigned readings were completed some of the time as per course schedule | Poorly prepared. Assigned readings were usually not completed as per course schedule | Not prepared. Assigned readings were not completed as per course schedule |
| Contributions | Clearly contributes to each class in a thoughtful, insightful and respectful manner | Contributes to most classes in a thoughtful, insightful and respectful manner | Contributes to classes some of the time in a thoughtful, insightful and respectful manner | Rarely contributes to classes in a thoughtful, insightful and respectful manner | Does not contribute to classes and if student does, it is not in a thoughtful, insightful and respectful manner |
| Discussion/ Questions | Excellent and creative application of course concepts as demonstrated in discussion leads. Offers up questions to elicit group | Good application of course concepts as demonstrated in discussion leads. Offers up questions to elicit group response to | Demonstrates some application of course concepts in discussion contributions. Sometimes offers up questions to | Rarely applies course concepts as demonstrated in discussion contributions. Rarely offers up questions to elicit group response | Does not apply course concepts as demonstrated in discussion contributions. Does not offer up questions to elicit group response |

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| | response to provoke in-depth exploration and enhance understanding of key concepts | provoke exploration and some understanding of key concepts | elicit group response | | |
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It is the student's responsibility to keep a copy of each submitted assignment.

Weekly Course Schedule:

| Date | Topic | Readings and Tasks | Due Dates |
|-----------------|--|--|-----------|
| Week 1 01/13 | Introduction/Welcome: Who are we? What are our expectations? What do we know about Aboriginal cultures in Canada? | Dempsey, H. (2002). <i>Firewater: The impact of the whiskey trade on the Blackfoot Nation</i> . Calgary, AB: Fifth House Ltd. | |
| Week 2 01/20 | Cross-cultural dialogues and understanding: What is it, what do we think it is and why is it important to try on other perspectives? | Ermine, W. (2007). The ethical space for engagement. <i>Indigenous Law Journal</i> , 6 (1), pp. 194 – 203. Dempsey, H. (2002). <i>Firewater: The impact of the whiskey trade on the Blackfoot Nation</i> . Calgary, AB: Fifth House Ltd. | |
| Week 3 01/27 | Stereotypes, racism and discrimination | Belanger, Y. D. (2014). <i>Ways of knowing: An introduction to native studies in Canada</i> . Toronto: Nelson Education, Ltd., pp. 364 – 367. Whitbeck, L. B., Chen, X., & Hoyt, D. R. (2004). Discrimination, historical Loss and enculturation: Culturally specific risk and resiliency factors for alcohol abuse among American Indians. <i>Journal of Studies on Alcohol</i> , 65(4), 409-418. Dempsey, H. (2002). <i>Firewater: The impact of the whiskey trade on the Blackfoot Nation</i> . Calgary, AB: Fifth House Ltd. | |
| Week 4 02/03 | Historical aspects of Aboriginal-Canadian relations: | Dempsey, H. (2002). <i>Firewater: The impact of the whiskey trade on the Blackfoot Nation</i> . Calgary, AB: Fifth House Ltd. | |

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| | Early contact and pre-conceptualization of the other; European and Aboriginal cultural ethos | Belanger, Y. D. (2014). <i>Ways of knowing: An introduction to native studies in Canada</i> . Toronto: Nelson Education, Ltd. Chapters 1 & 2 | |
| Week 5 02/10 | Historical aspects of Aboriginal-Canadian relations: Overview of the Treaties, the Indian Act and the reserve systems | Dempsey, H. (2002). <i>Firewater: The impact of the whiskey trade on the Blackfoot Nation</i> . Calgary, AB: Fifth House Ltd. Belanger, Y. D. (2014). <i>Ways of knowing: An introduction to native studies in Canada</i> . Toronto: Nelson Education, Ltd. Chapters 4 & 5. | |
| Week 6 02/17 | READING WEEK – No Classes | | |
| Week 7 02/24 | Historical aspects of Aboriginal-Canadian relations: The whiskey trade and the creation of the “drunken Indian” | Dempsey, H. (2002). <i>Firewater: The impact of the whiskey trade on the Blackfoot Nation</i> . Calgary, AB: Fifth House Ltd. | |
| Week 8 03/03 | Historical aspects of Aboriginal-Canadian relations: Purpose and impacts of the Indian Residential schools; what do we know about the 60s scoop? | TBA | Book Review Due |
| Week 9 03/10 | Contemporary Aboriginal people in Canada: Intergenerational trauma, statistics, current functioning of communities | Duran, E., Duran, B., Yellow-Horse Brave Heart, M. & Yellow Horse-Davis, S. (1998). Healing the American Indian soul wound. In Y. Danieli (Ed.), <i>International handbook of multigenerational legacies of trauma</i> . (pp. 341-354). New York: Plenum Press. Belanger, Y. D. (2014). <i>Ways of knowing: An introduction to native studies in Canada</i> . Toronto: Nelson Education, Ltd. Chapter 13 | |
| Week 10 03/17 | Contemporary Aboriginal people in Canada: Defining Aboriginal and Canadian identity; current context of Aboriginal-Canadian relations | Belanger, Y. D. (2014). <i>Ways of knowing: An introduction to native studies in Canada</i> . Toronto: Nelson Education, Ltd. Chapter 15 | Presentation outlines due as per assigned group |

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|------------------|---|----------------------|---|
| Week 11 03/24 | Exploring opportunities for cross-cultural understanding: Applying what we know; guest presentation | TBA | Presentation outlines due as per assigned groups |
| Week 12 03/31 | Student presentations | TBA | Presentations |
| Week 13 04/07 | Student presentations | TBA | Presentations |
| Week 14 04/14 | Debrief and celebration: What have we learned and what will we do with it? | None assigned | Final Research paper due |

NOTE: The above schedule is subject to changes and/or alterations to meet emerging needs of the learners.

Registrar-Scheduled Final Exam

There **will not** be a Registrar-Scheduled final exam in this course.

Grading Scale

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|-----|-------------|-----|-------------|
| A+ | 96 – 100% | C+ | 65 – 69.99% |
| A | 90 – 95.99% | C | 60 – 64.99% |
| A - | 85 – 89.99% | C - | 54 – 59.99% |
| B+ | 80 – 84.99% | D+ | 53 – 54.99% |
| B | 75 – 79.99% | D | 50 – 52.99% |
| B - | 70 – 74.99% | F | 0 – 49.99% |

Late Assignments

For example: Assignments submitted after the deadline will be penalized with the loss of a letter grade (e.g.: A- to B+) for each day that they are late.

Freedom of Information and Protection of 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. You will also 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/secretariat/privacy>.

Plagiarism and Academic Misconduct

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 text. 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.

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

Academic Accommodation Policy

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with Student Accessibility Services (403-220-8237). You must discuss your needs with your instructor **no later than** fourteen (14) calendar days after the start of the course.

For more information, please see <http://www.ucalgary.ca/access/>.

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 <http://www.ucalgary.ca/emergencyplan/assemblypoints>.

“SAFEWALK” Program

Campus Security will escort individuals day or night - call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

Student Representation

There are four Arts Representatives in the Student's Union. Their addresses are as follows:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

Please contact them if you have any questions related to Student Union matters, events, or concerns. The Student's Union can be found online at <https://www.su.ucalgary.ca/>.

For your student Ombudsperson, please see contact ombuds@ucalgary.ca or call 403-220-6420.

Faculty of Arts Advising and Resources

- Have a question, but not sure where to start? The Arts Students' Centre (ASC) is your information resource for everything in Arts! Drop in at SS 102, call them at (403) 220-3580 or email them at ascarts@ucalgary.ca.
- For program planning and advice, contact the Arts Students' Centre at (403) 220-3580, email them at artsads@ucalgary.ca, or visit them in SS102.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block (MLB 117).