

**Indigenous Studies 502.01
Indigenous Awareness: Canadian Issues
Winter 2016**

**Lectures will typically be held for 4 hours 3x a week.
Tues. and Thurs. 9:30am – 10:45am
Jan. 5 – April 12**

Instructor: Gabrielle Lindstrom

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Office Phone:

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Office Hours: By Appointment

Additional Information

Class Room: EDC 156

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 reflect on, explore and demonstrate and 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
- Explore Aboriginal history and contemporary functioning
- Trace the history of Aboriginal-Canadian relations
- Understand the impacts of the whiskey trade in Southern Alberta and its influence on modern-day stereotypes of Aboriginal peoples
- Engage in critical, cultural dialogue to arrive at cross-cultural understandings

- 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 instructor will rely on students to direct and focus class discussions and assignments to meet their own learning needs.

Required Textbooks and Assigned Reading:

Frideres, J. S. *First Nations in the Twenty-First Century*. Don Mills, Ontario: Oxford University Press. **Selected Chapters**

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

Other assigned readings can be found below in the course schedule (these will be uploaded to D2L).

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 submit an electronic copy on the assignment due date to gabrielle.lindstrom@ucalgary.ca. Alternately, you may 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.

- **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, and if you need an extension on assignments.

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 and assessed per the rubric below. **DUE**

DATE: Feb. 23 /16

	A+ - A-	B+ - B-	C+ - C-	D	F
Understanding	Demonstrates a superb and comprehensive understanding of content	Demonstrates a strong understanding of content	Demonstrates a limited understanding of content	Demonstrates a weak understanding of the content	Demonstrates incomplete understanding of the content
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject matter, texts, and discussions.	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates a limited application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates a weak application of critical scrutiny of subject matter, texts, and discussions.	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.
Written Expression	Demonstrates exceptional ability to	Demonstrates strong ability to integrate and	Demonstrates a limited ability to integrate and	Demonstrates a weak ability to integrate and	Demonstrates insufficient ability to

	integrate and articulate ideas persuasively and fluently; exceptional clarity in written language.	articulate ideas through strong written language.	express ideas; marginal written language	express ideas; weak written language.	integrate and express ideas; unsatisfactory written language.
Engagement	Demonstrates a level of personal engagement and initiative which exceeds expectations	Demonstrates strong personal engagement and initiative, and meets expectations	Demonstrates limited personal engagement that does not meet expectations	Demonstrates weak engagement that does not meet expectations	Demonstrates insufficient engagement
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level	Is strong – of an acceptable standard met by many students at this level	Is acceptable- standard met by some students at this level	Is unacceptable- attained by few students at this level	Does not meet basic requirements

Learning Assignment #2 - 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. As such, your contributions and elaboration on material to advance and challenge the discourse is critical. As well, you are expected to reflect upon and share your learning resulting from the various discussions and content throughout the course. While attendance is not formally taken, you cannot participate if you are not present for the class. Participation will be assessed based on quality rather than quantity.

In addition, each student will be assigned a lead role for a specific reading of choice. In this capacity you will prepare questions for the group to respond to and will facilitate a discussion circle. You are expected to encourage reflection and deep thinking about the assigned material. Participation will be assessed as per the rubric below:

	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. Clearly engages in small	Contributes to most classes in a thoughtful, insightful and respectful manner. Usually engages in small group work to	Contributes to classes some of the time in a thoughtful, insightful and respectful manner. Sometimes	Rarely contributes to classes in a thoughtful, insightful and respectful manner. Rarely engages in small	Does not contribute to classes and if student does, it is not in a thoughtful, insightful and respectful

	group work to support peer learning	support peer learning	engages in small group work to support peer learning	group work to support peer learning	manner. Rarely engages in small group work to support peer learning
Discussion/ Questions	Excellent and creative application of course concepts as demonstrated in discussion leads. Offers up questions to elicit group response to provoke in-depth exploration and enhance understanding of key concepts	Good application of course concepts as demonstrated in discussion leads. Offers up questions to elicit group response to provoke exploration and some understanding of key concepts	Demonstrates some application of course concepts in discussion contributions. Sometimes offers up questions to elicit group response	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

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 11/16**

	A+ - A-	B+ - B-	C+ - C-	D	F
Understanding	Demonstrates a superb and comprehensive understanding of content, literature, and research	Demonstrates a strong understanding of content, literature, and research	Demonstrates some understanding of content, literature and research	Demonstrates limited understanding of the content, literature, research, subject matter, and texts	Demonstrates incomplete understanding of the content, literature, research, subject matter, and texts
Critical Thinking	Demonstrates exceptional application of a high level of critical scrutiny of subject	Demonstrates strong application of critical scrutiny of subject matter, texts, and discussions	Demonstrates some application of critical scrutiny of subject matter, texts, and discussions	Demonstrates limited application of critical scrutiny of subject matter, texts, and discussions	Demonstrates insufficient critical scrutiny of subject matter, texts, and discussions.

	matter, texts, and discussions				
Written Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language	Demonstrates strong ability to integrate and articulate ideas through strong written language	Demonstrates some ability to integrate and express ideas; weak written language	Demonstrates limited ability to integrate and express ideas; marginal written language	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written language
Application	Demonstrates exceptional and superior ability to synthesize and apply ideas to personal or professional contexts	Demonstrates strong ability to synthesize and apply ideas to personal or professional contexts	Demonstrates some ability to apply ideas to personal or professional contexts	Demonstrates limited ability to apply ideas to personal or professional contexts	Demonstrates insufficient ability to apply ideas to any relevant personal or professional context
Engagement	Demonstrates a level of personal engagement and initiative which exceeds expectations	Demonstrates strong personal engagement and initiative, and meets expectations	Demonstrates some personal engagement that does not meet expectations	Demonstrates limited engagement that does not meet expectations	Demonstrates insufficient engagement
Overall Expectation	Is outstanding- of an exceptional standard met by some students at this level	Is strong – of an acceptable standard met by many students at this level	Is of an acceptable standard met by some students at this level	Is weak and of an unacceptable standard attained by few students at this level	Does not meet basic requirements

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 01/12	Introduction/Welcome: Who are we? What are our expectations? Nature of Indigenous studies	Dempsey, H. (2002). <i>Firewater: The impact of the whiskey trade on the Blackfoot Nation.</i>	
01/14	What do we know about Aboriginal cultures in Canada? 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>	

<p>Week 2 01/19</p>	<p>Stereotypes, racism and discrimination Adichie: ‘The Danger of a Single Story’</p>	<p>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>.</p>	
<p>01/21</p>	<p>Video: ‘Blues Eyes, Brown Eyes’</p>	<p>Dempsey, H. (2002). <i>Firewater: The impact of the whiskey trade on the Blackfoot Nation</i>. Calgary, AB: Fifth House Ltd.</p>	
<p>Week 3 01/26</p>	<p>Historical aspects of Aboriginal-Canadian relations: Guest Speaker Pre-contact traditional lifestyles</p>	<p>Dempsey, H. (2002). <i>Firewater: The impact of the whiskey trade on the Blackfoot Nation</i>. Calgary, AB: Fifth House Ltd. Frideres, J. S. <i>First Nations in the Twenty-First Century</i>. Chapter 1</p>	
<p>01/28</p>	<p>Historical aspects of Aboriginal-Canadian relations: Early contact and pre-conceptualization of the other; European and Aboriginal cultural ethos</p>	<p>Dempsey, H. (2002). <i>Firewater: The impact of the whiskey trade on the Blackfoot Nation</i>. Calgary, AB: Fifth House Ltd. Frideres, J. S. <i>First Nations in the Twenty-First Century</i>. Chapter 1 & 3</p>	
<p>Week 4 02/02</p>	<p>Historical aspects of Aboriginal-Canadian relations: Overview of the Treaties, the Indian Act</p>	<p>Dempsey, H. (2002). <i>Firewater: The impact of the whiskey trade on the Blackfoot Nation</i>. Calgary, AB: Fifth House Ltd. Frideres, J. S. <i>First Nations in the Twenty-First Century</i>. Chapter 2</p>	
<p>02/04</p>	<p>Historical aspects of Aboriginal-Canadian relations: Reserve systems, the whiskey trade and the creation of the “drunken Indian”</p>	<p>Dempsey, H. (2002). <i>Firewater: The impact of the whiskey trade on the Blackfoot Nation</i>. Calgary, AB: Fifth House Ltd. TBA</p>	

Week 5 02/09	Video: Crazywater		
02/11	Historical aspects of Aboriginal-Canadian relations: Purpose and impacts of the Indian Residential schools	Frideres, J. S. <i>First Nations in the Twenty-First Century</i> . Chapter 4	
Week 6 Reading Week – No Classes			
Week 7 02/23	Exploring the 60s Scoop - what do we know about the 60s scoop?	MacDonald, N. & MacDonald, J. (2007). Reflections of a Mi'kmaq social worker on a quarter of a century in First Nations Child Welfare. <i>First Peoples Child & Family Review: A Journal on Innovation and Best Practices in Aboriginal Child Welfare, Administration, Research, Policy & Practice</i> , 3(1), 34-45.	Book Review Due
02/25	The Indian Residential Schools revisited - Video: Muffins for Granny	Frideres, J. S. <i>First Nations in the Twenty-First Century</i> . Chapter 4	
Week 8 03/01	Understanding the impacts of intergenerational and contemporary trauma	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. Frideres, J. S. <i>First Nations in the Twenty-First Century</i> . Chapter 5	
03/03	Nuero-physiological effects of trauma – Why Aboriginal people cannot ‘just get over it’	Anda, R. F., et al. (2005). The enduring effects of abuse and related adverse experiences in childhood. <i>European Archives of Psychiatry & Clinical Neuroscience</i> . 2006, 256(3), 174-186.	

Week 9 03/08	Contemporary Aboriginal people in Canada: statistics, current functioning of communities	Frideres, J. S. <i>First Nations in the Twenty-First Century</i> . Chapter 12	
03/10	Defining Aboriginal identity in a Canadian context	Palmater, P. D. (2013). Matnm Tel Mi'kawi: I'm fighting for my Mi'kmaw identity. <i>Canadian Journal of Native Studies</i> , 33(1), 147-167.	
Week 10 03/15	Focus on Resilience: overcoming challenges – what does the research tell us?	TBA	
03/17	Examining the TRC – where do we fit in?	TRC Website (interviews, documented journey etc.) www.trc.ca The document “Call to Action” (94 Recommendations)	
Week 11 03/22	Exploring the Media	Clark, D. (2014). Framing Canada's Aboriginal peoples: A comparative analysis of Indigenous and mainstream television news. <i>The Canadian Journal of Native Studies</i> , 34(2), 41-64.	
03/24	Examining the ‘Undercurrent’ in Canadian society	TBA	
Week 12 03/29	Current context of Aboriginal-Canadian relations	Frideres, J. S. <i>First Nations in the Twenty-First Century</i> . Chapter 11	Presentation outlines due as per assigned group
03/31	Exploring opportunities for cross-cultural understanding and applying what we know; guest presentation	TBA	Presentation outlines due as per assigned groups
Week 13 04/05	Student Presentation	TBA	Presentations
04/07	Student Presentation	TBA	Presentations
Week 14 04/11	Debrief and celebration: What have we learned and what will we do with it?		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

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).