



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM
FACULTY OF ARTS
INDG 503.4 – Lecture 01**

**Advanced Topics in International Indigenous Studies - Global Indigenous Film and Media
Winter 2022**

INSTRUCTOR: Dr. Jennifer Kelly

EMAIL: jgkelly@ucalgary.ca

OFFICE HOURS: Mondays 1:00 p.m. - 3:00 p.m. (online/zoom)

COURSE DAY/TIME: Wednesdays 5 p.m. - 7:45 p.m.

DELIVERY METHOD: In-Person SS 203

COURSE PRE-REQUISITES: 60 units, including 3 units in courses labelled Indigenous Studies at the 300 level

COURSE DESCRIPTION

Calendar description: In-depth investigation of selected topics in international Indigenous issues

This course will focus on film (including video and television) by Indigenous peoples in/from the settler/colonial nations of Australia, Aotearoa (New Zealand), and Turtle Island (Canada and the US) and will provide the opportunity for consideration of film and media (including television, social media) by Indigenous peoples in other parts of the world. We will explore a range of critical issues, including:

- the representation of Indigenous peoples in relation to imperialist ideologies and dominant nationalist film/media histories and institutions;
- how Indigenous filmmakers use the medium to convey Indigenous perspectives and ways of knowing, negotiating and transforming mainstream genres and practices in the process;
- concepts of 'identity' as these pertain to 'authorship' (i.e., what constitutes "Indigenous film?"), to the current structure of the 'film industry' (i.e., funding and awards), and to 'audience'; and,
- crucially, the roles/locations of viewers/critics in the politics of decolonization.

Course participants may be unfamiliar with film theory and/or the historical/political/cultural contexts from which Indigenous film emerges. We will therefore work to recognize and address the gaps in our knowledge as we develop our critical appreciation of Indigenous film and media. This course incorporates aspects of inquiry-based learning: participants will be expected to view film and media and to conduct research independently in addition to materials provided in class, and, through an Independent Line of Inquiry component, research an area of their particular interest within the field of Global Indigenous Film and Media.

Crucially, Indigenous Studies is grounded in a philosophy of self-/systemic- reflection and relationship building. Therefore, active engagement directed towards creating a collaborative classroom community is expected of each participant in this course.

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> Specific learning objectives for this course include

- the continuing development of participants' skills in conducting independent research and in critically assessing findings
- the deepening of participants' awareness of the nuances of their locations as viewers/researchers as these pertain to practices of decolonization in research
- deepening participants' awareness of gaps in our knowledge regarding the contexts from which global Indigenous media emerges and developing effective strategies to address these
- enhancing participants' skills in communication and collaborative learning within the classroom community

REQUIRED TEXT(S)

Reverse Shots: Indigenous Film and Media in an International Context ed. Wendy Gay Pearsoon and Susan Knabe. Waterloo: Wilfrid Laurier University Press, 2015. (on reserve)

Adamson, Joni, et al. *Ecocriticism and Indigenous Studies : Conversations from Earth to Cosmos*. New York ; London : Routledge, 2017. Available online https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51790203110004336

Spence, Louise., and Vinicius. Navarro. *Crafting Truth Documentary Form and Meaning*. Rutgers University Press, 2011. Available online: https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51795634730004336

Mulvey, Laura. "Visual Pleasure and Narrative Cinema" *Visual and Other Pleasures*. 2nd ed. Basingstoke, Eng.: Palgrave MacMillan, 2009. 14 - 27. *Online access only*.

Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (2012) 2nd. Ed. Available online via U of C library. (First three chapters specifically) *available online via U of C library*

Aileen Moreton-Robinson. "Towards an Australian Indigenous Women's Standpoint Theory." *Australian Feminist Studies*, vol. 28, no. 78, 2013, p. 331. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_proquest_journals_2055172137

Department of Economic and Social Affairs, United Nations, *State of the World's Indigenous Peoples* (2009) https://www.un.org/esa/socdev/unpfii/documents/SOWIP/en/SOWIP_web.pdf

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Positionality Reflection 1	5%	26 Jan
Annotated viewing/reading response log/blog: Documentary	15%	11 Feb
Independent Line of Inquiry Topic Approval	0%	up to 16 Feb
Annotated viewing/reading response log/blog: Fiction/Feature Film	15%	11 March
Independent Line of Inquiry viewing/response log/blog	15%	up to 23 March
Peer Review of (one) Independent Line of Inquiry (LOI) Log	5%	30 March
Positionality Reflection 2	10%	1 April
Annotated viewing/reading response log/blog: Experimental Film	15%	8 April
Participation/Engagement	20%	ongoing
Total	100%	

If you miss a required course component, please get in touch with me as soon as possible.

COURSE SCHEDULE & TOPICS

DATE	TOPIC	READINGS
12 January	Introductions	Please see Course Schedule/Readings, below.
19 January	Decolonizing the Gaze	Please see Course Schedule/Readings, below.
26 Jan - 9 Feb	Documentary Film	Please see Course Schedule/Readings, below.
16 Feb - 9 Mar	Fiction/Feature Film	Please see Course Schedule/Readings, below.
16 Mar - 6 Apr	Experimental Film	Please see Course Schedule/Readings, below.
6 April	LOI Roundtable	none

Please note that the above schedule is tentative and may change as the need arises.

ASSIGNMENTS

PLEASE NOTE THAT DETAILED GUIDELINES FOR EACH COMPONENT WILL BE PROVIDED ON D2L AND DISCUSSED IN CLASS.

Positionality Reflection 1 (5%):

Further to initial course readings and discussion, and following specific guidelines posted on D2L, participants will write a Positionality Reflection indicating their awareness of their locations as viewers/researchers in the field of Global Indigenous Film and Media. (200 - 500 words)

Independent Viewing/Reading Response (B)Logs (2 x 15% each = 45%)
(Log 1: Documentary; Log 2: Fiction/Feature Film; Log 3: Experimental Film)

Following the detailed guidelines and examples provided on D2L and discussed in class, the Independent Viewing/Reading Response Logs/Blogs will demonstrate participants' engagement with/responses to materials presented in class (film/media, critical readings, knowledge gap exercises) as well as to their independent viewing and research, all of which will be related to the 'genre' under consideration.

Participants will list materials viewed/consulted as well as provide a brief summary/critical response. Participants may choose the form of an annotated bibliography, a blog, or a combination of these. Assessment will be focused on how each participant relates the theoretical materials to the film/media in question and/or views the film/media themselves as theoretical.

Independent Line of Inquiry (LOI) Viewing/Response Log (15%)

Following the detailed guidelines and examples provided on D2L and discussed in class, and with their topic approved by the instructor, participants will develop and follow an independent line of inquiry (LOI) emerging from their own particular questions and interests. (Examples of an LOI may include: Indigenous film from a region/Indigenous community not addressed in class; television; a comparison of mainstream and Indigenous news coverage of a particular story in a particular region; feminism and film; 2SLGBTQI+ film; humour; social media; etc.).

Peer Review of one Independent LOI Blog/Log (5%):

Following guidelines provided on D2L, each participant will review and comment on the Independent LOI Blog/Log of a colleague.

Positionality Reflection 2 (10%):

In this second Positionality Reflection, participants will (following specific guidelines posted on D2L) articulate how their awareness of their locations as viewers/researchers in the field of Global Indigenous Film and Media has deepened and become more nuanced as a result of their learning in this course. Reference to specific theorists/concepts will be required. (500-1000 words)

PARTICIPATION/ENGAGEMENT

Your participation, contributions, and commitment to collaborative learning are valued. In keeping with *ii'taa'poh'to'p*, regular attendance, active listening, support of others, and respectful discussion are critical. Assessment of participation/engagement will be based on the following:

- attendance. Obviously, you cannot be part of co-creating a learning community without being physically present. However, it is not enough to just attend class. You are expected to *engage*. (See below.)

Of course there are circumstances and reasons for which attending a particular class is not possible, and you do not have to explain these. However, *out of respect for your colleagues you are expected to inform your instructor ahead of time, preferably by email, if you are not going to be in class.*

- Engagement/co-creating a collaborative learning community involves:
 - coming to class prepared, and sharing questions and responses from course

- materials and independent learning activities;
- much more than 'how much you talk'; indeed you will be expected to attend to how much you do or don't contribute to discussion and adjust accordingly to ensure each participant has the opportunity to speak;
- active listening. This means genuinely attending to colleagues' ideas and comments and responding respectfully and in ways which encourage discussion;
- awareness of the role of technology (computers/phones) in the classroom and how it can distract/shut down communication and/or be used effectively as an aid to learning

Participation guidelines will be posted on D2L following class discussion of them.

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.

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. **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.

INSTRUCTOR GUIDELINES

The keys to success in this course are beginning immediately, being organized, and asking questions.

Participants are encouraged to speak to me during class, to ask questions by email, or speak with me during office hours. Should you wish to meet outside of office hours, please email to make an appointment. All meetings will be held virtually.

Participants can expect to receive a response to an email within 24 hours on weekdays. I typically check and respond to emails at least once on weekends but this is not guaranteed. If you have not received a reply within 48 hours please re-send.

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>

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](https://www.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](https://www.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=86e7438013753ac06f3afbb2e144b031

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 the MacKimmie Tower, MT 116.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days 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

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>

INDG 503.4: Class Reading Schedule (complementary to film viewing)

NB: THIS SCHEDULE IS SUBJECT TO CHANGE; PLEASE CHECK D2L REGULARLY

Jan. 12: Introductions

Jan. 19: Positioning the Viewer/Decolonizing the Gaze

Tuhiwai-Smith, Linda. *Decolonizing Methodologies: Research and Indigenous Peoples* (2012) 2nd. Ed. Available online via U of C library. (First three chapters specifically) *available online via U of C library*

Mulvey, Laura. "Visual Pleasure and Narrative Cinema" *Visual and Other Pleasures*. 2nd ed. Basingstoke, Eng.: Palgrave MacMillan, 2009. 14 - 27. *Online via U of C library*

Aileen Moreton-Robinson. "Towards an Australian Indigenous Women's Standpoint Theory." *Australian Feminist Studies*, vol. 28, no. 78, 2013, p. 331. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_proquest_journals_2055172137

Jan. 26 - Feb 9: Documentary

Spence, Louise., and Vinicius. Navarro. "Introduction" and "Chapter 1: General Concepts - Authority, Evidence, Authority, Responsibility." *Crafting Truth Documentary Form and Meaning*. Rutgers University Press, 2011. Available online: https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51795634730004336

Kara, Selmin ; Marcus, Daniel. "Indigenous Documentary Media." *Contemporary Documentary*, Routledge, 2016, pp. 105–122. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_informaworld_taylorfrancisbooks_10_4324_9781315725499_15_version2

Selected readings on Indigenous documentary, including:

Pirie, Maeghan. "Situating Knowledges: The Talking Back of Alanis Obomsawin and Shelley Niro." *Reverse Shots*.

Vanstone, Gail. "I Wanted to Say How Beautiful we Are": Cultural Politics in Loretta Todd's *Hands of History*. *Reverse Shots*.

Rutherford, Anne. "Negotiating Indigenous Documentary: Storytelling, Audience and Cultural Sensibility." *Metro* (Melbourne), no. 139, 2004, p. 56.

https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_proquest_miscellaneous_236454748

Dutto, Matteo. "'Keeping Story Alive': Screening Indigenous Resistance in Mitch Torres' *Jandamarra's War* (2011) and *Keepers of the Story: Jandamarra* (2010)." *Studies in Documentary*

Film, vol. 10, no. 1, 2016, pp. 22–36. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_informaworld_taylorfrancis_310_1080_17503280_2016_1171687

16 Feb. - 9 March: Fiction/Feature Film

Gay Pearson, Wendy, and Knabe, Susan. "Globalizing Indigenous Film and Media." *Reverse Shots*.

Selected readings, including:

Gay Pearson, Wendy. "Once Upon a Time in a Land Far, Far Away": Representations of the Pre-Colonial World in *Atanarjuat, Ofela, and 10 Canoes*." *Reverse Shots*.

Knabe, Susan. "Taking Pictures B(l)ack: The Work of Tracey Moffatt." *Reverse Shots*.

Baron, Cynthia. "Films by Tracy Moffatt: Reclaiming First Australians' Rights, Celebrating Women's Rites." *Women's Studies Quarterly*, vol. 30, no. 1/2, 2002, p. 151.

https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_chadwyckhealey_abell_R04239628

Krupat, Arnold. "Atanarjuat, the Fast Runner and Its Audiences." *Critical Inquiry*, vol. 33, no. 3, 2007, pp. 606–631. available online

Mccall, Sophie. "I Can Only Sing This Song to Someone Who Understands It: Community Filmmaking and the Politics of Partial Translation in *Atanarjuat, the Fast Runner*." *Essays on Canadian Writing*, vol. 83, no. 83, 2004, pp. 19–46.

https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_scopus_primary_550260082

Joyce, Hester. "Out from Nowhere: Pakeha Anxieties in *Ngati* (Barclay, 1987), *Once Were Warriors* (Tamahori, 1994) and *Whale Rider* (Caro, 2002)." *Studies in Australasian Cinema*, vol. 3, no. 3, 2009, pp. 239–250.

https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_intellect_primary_10_1386_sac_3_3_239_1

De Souza, Pascale. "Maoritanga in *Whale Rider* and *Once Were Warriors*: a Problematic Rebirth through Female Leaders." *Studies in Australasian Cinema*, vol. 1, no. 1, 2007, pp. 15–27.

https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1386_sac_1_1_15_1

Barclay, Barry. *Our Own Image : a Story of a Maori Filmmaker*. Minneapolis, Minnesota ; London, England : University of Minnesota Press; First University of Minnesota Press Edition., 2015.

<https://ucalgary->

primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51646212590004336

Lawson, Angelia. "Coyote's Way: Missy Whiteman's Indigenous News Media." *Studies in American Indian Literatures*. vol. 29, no. 1, 2017, p. 100-115. *available online*

Danika Medak-Saltzman. "Coming to You from the Indigenous Future: Native Women, Speculative Film Shorts, and the Art of the Possible." *Studies in American Indian Literatures*, vol. 29, no. 1, 2017, pp. 139–171.

<https://ucalgary->

primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_proquest_journals_1900328740

Crey, Karmen. "Screen Text and Institutional Context: Indigenous Film Production and Academic Research Institutions." *NAIS : Journal of the Native American and Indigenous Studies Association*, vol. 4, no. 1, 2017, pp. 61–88.

<https://ucalgary->

primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_gale_infotraccademiconefile_A497909063

16 March - 6 April: Experimental Film

Readings: tba
