



UNIVERSITY OF CALGARY

Winter 2022

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Sociology of Indigenous People of Canada			
Course Number	SOCI 307		
Pre/Co-Requisites	SOCI 201		
Instructor Name	Ryan Koelwyn (she/they)	Email	rkoelwyn@ucalgary.ca
Instructor Email Policy	<p><u>Email</u>: When you email me, please put the course number in your email's subject line and include your full (and preferred) name. If you are writing about your SRG please indicate your group number. I will attempt to answer emails within two weekdays. I refrain from checking emails on weekends.</p> <p><u>Appointments</u>: Please do not use e-mail as a replacement for a meeting, if there is something you want to discuss you may schedule a zoom appointment.</p> <p><u>D2L Discussion Forum</u>: Use the forum "General Course Qs" under the discussions tab, which is viewable by the entire class, to post questions about the course. I encourage students to respond and view the Q&As also.</p>		
Office Location	Online	Office Hours	By appointment via Zoom.
Class Dates	Tuesday January 11 th 2022 – Tuesday April 12 th 2022		
Class Times	Asynchronous <u>self-study</u> blocks that must be completed within each week and according to scheduled due dates for assignments/assessments – weekly content available on D2L every Tuesday morning and occasionally Thursday morning also.		
Class Location	Online (D2L course page)		

Course Description

The dynamics of Indigenous groups' relations with each other and the larger society. Topics include decolonization and relations with the state, demography, Indigenous organizations, Indigenous nationalism and nation-building, power, social class, and public policy.

Course Objectives/Learning Outcomes

This course aims to provide students with a comprehensive understanding of the historical and ongoing processes of colonization in Canada and the implications for our society today as informed by Indigenous scholars, artists, activists, teachers and more. Students will learn to better understand the social, political, health, and economic factors that have shaped and are shaping relationships between Indigenous peoples and settler/non-Indigenous peoples, and the significance at-large for Canadian society. Students will also explore examples of Indigenous resistance and resurgence while identifying and challenging systemic factors and policies that contribute to the ongoing historical and contemporary injustices and violence(s) of colonialism, racism, and oppression. In addition, students in this class will be able to improve their critical thinking, writing, referencing, and organizational skills through critical analysis and close readings.

*****Content Advisory:** Many of the topics we will discuss in this course are upsetting. Readings and media contain content that may be distressing and traumatizing for viewers/readers (e.g. graphic descriptions of racism and sexual violence; missing and murdered Indigenous women). [Support resources are available.](#)

Course Format

This course is asynchronous, meaning, each week the learning will take place online at your own discretion (within that weekly timeframe) while adhering to the specific time sensitive due dates for assignment components. **Students are expected to read/watch/listen to all asynchronous content and to have read the assigned reading material for each in order to follow lectures and take part in the assignments.** A schedule of required readings can be found below (under 'Schedule of Lectures and Readings') and are available on D2L under the content tab. The format/delivery of the weekly content will be varied (audio lectures, webinars, audio-visual media and more) and posted each week on D2L (Tuesday and sometimes Thursday). All assignments/quizzes are to be submitted electronically through the D2L course platform. During four of the weeks, you will participate in structured response groups (see below for further details). There is no final exam for this course. If you are absent from a class, it is your responsibility to contact one of your fellow students to catch up on what you missed.

There is no required textbook for this course. Links to required readings/videos/audio files will be provided on D2L.

Learning Technologies and Requirements

Students will need an internet connection and access to either a laptop or mobile device. There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

Methods of Assessment and Grading Weights

Assessment of learning outcomes will take place through a variety of methods. Below are the assessment components and required assignments with the percent value of each assignment for determining your course grade. **Allow up to two weeks from each due date for grades to be returned. The instructor requires a 2-day 'freeze' period after grades have been returned.** Please refrain from reaching out about questions regarding grades until after this period. There are no 'make up,' extra-credit or re-write opportunities in this course. The instructor invites students to contact the instructor prior to deadlines to work on existing assignments. Once graded, assignment marks are final. **Late work may be returned without any comments.**

It is expected that all assignments are written in a clear coherent manner with proper grammar and spelling. Please proofread (or have someone proofread) your writing before it is submitted and follow the assignment guidelines. All assignments should be in 12-point san serif font with one-inch margins, double spaced. Citations should be formatted using the Publication Manual of the American Psychological Association – 7th Edition (APA, 7th ed.). Student name, ID number, course name and section number, and instructor name to be clearly visible on the first page.

APA Writing Guide Publication manual of the American Psychological Association, 7th Edition <http://www.apastyle.apa.org>

Assessment Component/Assignment	Due Date	Weight
Participation	During the weeks a participation response is scheduled & Participation Survey: Sunday by 11:59PM	10%
Structured Response Groups (SRG) x 4	During the week a SRG is scheduled: Thursday at 12:00PM (role 1-3) & Sunday at 12:00PM (role 4)	40%
Quiz 1	Opens Tuesday March 1 st at 9:00AM & closes Wednesday March 2 nd at 9:00AM	15%
Quiz 2	Opens Tuesday April 5 th at 9:00AM & closes Wednesday April 6 th at 9:00AM	15%
Final 'Mini' Essay	Tuesday April 12 th at 12:00PM	20%

Participation (10% total)

Due dates in schedule

Description: During three scheduled weeks, students will be asked to write and submit their analytical response to a prompt provided by your instructor as part of the asynchronous weekly content, on D2L. Your response should not be a summary of what you learned but rather, it should be structured as an integrated synthesis of thoughts, ideas, and critical concepts that you continue to ponder and/or question (analysis), using the readings and course materials to support your critical thinking (evidence). The responses will count toward your participation grade; however, your responses will not be commented on. Students will receive a total grade for their participation, but no written feedback on

the responses. Each participation response is worth 2.5%. Additionally, there is a participation survey worth 2.5%.

Instructions: Write an analytical response (200 words max) and submit to D2L by Sunday (11:59PM) within the same week. Work closely with the texts and reference specific examples to structure your reflection. Be sure to ask yourself questions to develop your critical thinking and consider including your own provocative question in the written response. Reflections that are substantive and demonstrate critical thinking and engagement with the prompt will receive full participation marks. Reflections that rely on generalizations, vague connections, and minimal effort to engage with the prompt through critical thinking will *not* receive full marks.

It is in students' best interest to submit each response for participation on the corresponding due dates, as the prompt will draw on course material within that week. Students who do so tend to generate more thoughtful responses that receive full marks. Students will not be penalized for lateness on the participation responses; *however*, all participation responses must be submitted by **March 20th (11:59PM)** to be considered – **this is the final cut off to submit any outstanding participation responses**. Participation responses submitted after March 20th will not be considered. Please do not email the instructor asking for an extension or to communicate reasons for lateness on this assessment component.

Structured Response Groups (4 times, 10% each) (40% total)

Due dates in schedule

Description: Because this is a large class and online only, we will use the discussion forum in D2L to promote professional collaboration and connectedness. After week 2 (after the add/drop period), each student will be randomly assigned to a group of four people for the semester – this is your structured response group (SRG). You will only be able to view postings within your assigned group.

In your group of four you will take turns being in four different roles and submit a written response based on a close reading of the required texts assigned that week. This will occur asynchronously four times in the semester (see schedule for due dates). In your group, you are responsible for determining who does what role for each of the scheduled SRG weeks, however, **each student must complete all four roles** by the end of the fourth response group. While there is group involvement, **each student will be graded on their individual submission**. All roles are encouraged to comment on each other's posts to acknowledge their ideas, comments, and questions to demonstrate engagement with their peers.

Instructions: Include your full name and the name/# of your role in your submission title (e.g. Ryan Koelwyn: Role 1 Close Reader). Each role requires an individual submission to your group's discussion forum in D2L, which is due at **12:00PM on Thursday, of each week there is a scheduled SRG, (except for the Respondents (fourth role) who must upload their response by Sunday at 12:00PM in the same week)**. It is important to respect your peers and submit your work on time so that the Respondent can complete their contribution. Please communicate courteously within your groups. You must follow the guidelines for each role (see box below).

Please do not email me regarding late submissions as your post is timestamped. You may however, communicate with your group to inform them of your lateness (it is particularly helpful to notify the Respondent whose response is dependent upon the timely participation of their peers). **A late penalty of 10%/day late for a maximum of 3 days will apply (unless you have gained prior permission, at least 2 days in advance of the original due date for your role).** Students will not be able to submit missed responses after the maximum 3-day late window (only exceptional allowances will be considered).

*****Note:** If you happen to be placed in or become a group of 3 or less, please contact me for further instructions. In your email, please indicate your group number.

Guidelines for Each Role:

1.) Close Reader

DUE: Thursday

The Close Reader brings forward elements from this week's readings that they think deserves to be underscored and/or considered in detail. Finds and highlights a minimum of **2 crucial** quotes (areas of interest) from this week's assigned readings, **along with a rationale** for why each chosen passage was deemed important (i.e., *Explain how it highlights key areas of significance*). **Please post your quotes & rationale to D2L (Thursday by 12pm).** Word count: 300-350, not including the quotes.

2.) Creative Connector

DUE: Thursday

The Creative Connector centers two key points from this week's readings and analyzes them by making new connections. Provides at least **2 examples** of a "creative connection" to this week's assigned readings **and explains the reasons for and significance of each connection.** The connecting idea could come from 'outside' the course (e.g. other courses, literature, news, pop culture, Netflix, whatever). You can also provide a personal connection if appropriate. However, you are not required to go outside the course content to make your connections. You may draw on ideas from any of our previously read assigned readings & weekly content (media) or something else already in your knowledge base. **Please post your creative connections & reasons to D2L (Thursday by 12pm).** Word count: 300-350.

3.) Critical Questioner

DUE: Thursday

The Critical Questioner references this week's assigned readings in order to give some context for where their critical thinking question emerges. Develops **2 critical thinking questions based on this week's scheduled readings** that challenge, explore, or expand on the main theories, ideas, and examples from the readings **and proposes some potential answers.** Ask stimulating questions: a good question will be crafted in such a way that it invites a multiplicity of perspectives, demonstrates playfulness insofar as it seeks alternative ways of thinking, and/or wonders about the implications (the "so what?") of a given idea. **Please post your critical questions & possible answers to D2L (Thursday by 12pm).** Word count: 300-350.

4.) Respondent

DUE: Sunday

The Respondent reads their peer's posts and finds inspiration from them in order to add to the conversation and ideas that were put forward by roles 1-3. Provides a **thoughtful analytical commentary** (not a summary) that keeps the analysis going based on the content (Close Reader), connections (Creative Connector), and questions (Critical Questioner) offered by your peers. The commentary should also speak directly to this week's assigned readings. Elaborate, provide an example, answer a critical Q or make another connection to the assigned readings, inspired by your peer's posts. **Please post your response to D2L (Sunday by 12pm).** Word count: 300-350.

Quizzes (2 total, 15% each) (30% total)

Mar. 1st/Apr.5th @ 9:00AM

Each quiz will be based on material presented in lectures, assigned readings, and weekly media content available on D2L up to the date of the exam. The quiz format will consist of short answer questions. The expectation is that you complete the quizzes on your own, without collaboration from your classmates and without needing to ask for further clarification from the course instructor, however you may consult your notes and course material during this time. Because the quizzes are 'open book' it is important that you reference course material with specificity (details and examples) and include in-text citations (these are *not* quotations).

Students will be given a window of 24 hours within which to complete the quiz. Once a student has started the exam, the student will have 90 min. to complete it (a 60 min quiz with 30 extra min to accommodate possible tech issues). Time will be increased accordingly for students with accommodations.

Quiz 1 will be released on **Tuesday March 1st at 9:00AM** and closes on **Wednesday March 2nd at 9:00AM**.

Quiz 2 will be released on **Tuesday April 5th at 9:00AM** and closes on **Wednesday April 6th at 9:00AM**.

Final 'Mini' Essay (20%)

DUE: Apr. 12th @ 12:00PM

Description: The Final Essay for this course will afford you the opportunity to work closely and in detail with an issue, problem, thematic, or set of questions or ideas encountered in the course readings, lectures, discussions, or audio-visual sources.

Instructions: For the Final 'Mini' Essay you will write an analytical response, **maximum 800 words** followed by a **separate works cited** page to **one** of the following choices: **(i.) Autoethnography:** Drawing on at least one required reading, analyze a specific incident from your personal history that reveals something important about your culture; your analysis will focus on explaining the larger societal implications of your experience in relation to the reading; or **(ii.) Social Movement:** research a specific aspect of an Indigenous social movement and discuss its significance using at least one required reading to support your claim; or **(iii.) Visual Analysis:** select a visual source (art/media) created by an Indigenous person/group and provide an analysis of its significance in relation to Indigenous resistance and resurgence drawing on at least one required reading as supporting evidence.

Please put your full name **and** the essay topic and number (i. Autoethnography, ii. Social movement, or iii. Visual analysis) in your document title and submit to the correct dropdown. **Late submissions will be subject to deductions starting at 10% per day late for a maximum of 3 days.**

The Essay will be evaluated for: (i.) clarity and precision of thought in written form (good grammar, spelling, vocabulary); (ii.) a clear identification of the issues, problems, questions that will be engaged in the paper (quality of thesis); (iii.) a substantive discussion that draws and critically works with the texts under discussion (textual evidence); (iv.) a well-developed and sustained argument that supports or relates to the thesis (structure and argumentation); (v.) correct and consistent use of APA citation style.

Schedule of Lectures and Readings

Course content will be released on a weekly basis on Tuesday and Thursday mornings on D2L under the content tab. **Students are expected to engage with the weekly content and required readings, while keeping up with assignments and due dates.**

Week/Date	Topic	Assessment & Due Dates	Required Readings (Available on D2L)
PART I: Foundational Concepts: Past/Present/Future			
W1 JAN 10	Course introduction		Amagoalik, 2012 (pp.35-43); Unreserved "Reconciliation Reality Check"
W2 JAN 17	Key Concepts		Newhouse, 2005 (Ch. 3); Groat & Anderson, 2021
W3 JAN 24	Self & Society	1 st participation response, Sun Jan 30	Dallas, 2016; King, 2013
W4 JAN 31	Social Theory	1 st SRG Thurs Feb 3 (ROLES 1-3)/ Sun Feb 6 (ROLE 4) @12:00PM	Watts, 2013; Little Bear, 2000
W5 FEB 7	Education	2 nd participation response, Sun Feb. 13	MacDonald, 2019 (Ch. 3); Twisted Histories S1 Ep.3
W6 FEB 14	Child Welfare & MMIWG	2 nd SRG Thurs Feb 17 (ROLES 1-3)/ Sun Feb 20 (ROLE 4) @12:00PM	MacDonald, 2019 (Ch. 4); Chacaby, 2018 (Ch. 8)
W7 FEB 21	-----READING BREAK-----		
W8 FEB 28	Indigenous Feminism	Quiz #1 (available Tues Mar 1 st 9:00AM- Wed Mar 2 nd 9:00AM)	Wilson, 2015
PART II: Indigenous Sovereignty, Resurgence & Social Movements			
W9 MAR 7	Two-Spirit Resurgence	3 rd SRG Thurs Mar 10 (ROLES 1-3)/ Sun Mar 13 (ROLE 4) @12:00PM	Simpson, 2018 (Ch. 13); Ellasante, 2021
W10 MAR 14	Community Wellness	3 rd participation response & final cut off to submit outstanding participation responses, Sun Mar 20	Robidoux et al., 2017 (prologue); Settee, 2018 (Ch. 10); Van Camp, 2016
W11 MAR 21	Settler Decolonization	4 th SRG Thurs Mar 24 (ROLES 1-3)/ Sun Mar 27 (ROLE 4) @12:00PM	Tuck & Yang, 2012 (pp.1-17); Nadeau, 2020 (Ch. 4)
W12 MAR 28	#LandBack	Participation Survey, Sun Apr 3	Red Paper Report (pp. 6-12); Wilson & Anderson, 2021
W13 APR 4	Closing	Quiz #2 (available Tues Apr 5 th 9:00AM- Wed Apr 6 th 9:00AM)	n/a
W14	n/a	Finial Mini Essay (April 12) @12:00PM	n/a

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Absences and Deferrals

Students who miss class assessments (tests, participation activities, or other assignments) should inform their instructor as soon as possible. If the reason provided for the absence is acceptable, the instructor may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information can be found at:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one's mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss their own work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized 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.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. 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.

Recording of Lectures

The audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Sharing of Lecture Notes and Exam Questions

Publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation

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 Accommodation is available at:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that 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 support 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 Student Wellness Services (Room 370 MacEwan Student Centre,

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website: <https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.