

B/O

**UNIVERSITY OF CALGARY  
FACULTY OF ARTS  
INTRODUCTION TO INDIGENOUS STUDIES  
COURSE OUTLINE**

**COURSE:** INDG 201 (01) "INTRODUCTION TO INDIGENOUS STUDIES".  
Monday, Wednesday, Friday from 10:00 to 10:50 am. Room: EDC 280

WINTER 2018

**Instructor:** Dr. Barbara G. Barnes

**Office:** SS 721

**Email:** [bgbarnes@ucalgary.ca](mailto:bgbarnes@ucalgary.ca)

**Phone:** 403-220-3869

**Office Hours:** Monday and Wednesday from 9 to 10 am, or by appointment.

**Course Website:** <http://www.ucalgary.ca/indg/>

**Political Science Website:** <http://www.poli.ucalgary.ca/courses>

**COURSE DESCRIPTION:** This course will use a multidisciplinary, theoretical and empirical overview of the situations, perspectives, and aspirations of selected Indigenous Peoples with a focus on the Canadian context. This course has no pre-requisites.

**COURSE OBJECTIVES:**

1. To foster understanding and appreciation of Canada's Indigenous Peoples.
2. To cultivate insight into the many issues that Indigenous Peoples have endured over the course of history.
3. To increase awareness and excitement that history is full of amazing facts which when shared, continues the cycle of oral tradition.
4. To encourage critical thinking, writing clarity and sophistication and ability to utilize logical arguments and conclusions.

**TEXTBOOKS AND ASSIGNED READINGS:**

1. J.R. Miller (2000). "Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada" (3<sup>rd</sup> edition). Toronto: University of Toronto Press.
2. Richard Wagamese (1994) "Keeper 'N Me" Toronto: Doubleday Canada Ltd.

## ASSIGNMENTS AND EVALUATION:

1. Detailed instructions for each assignment will be available on D2L. Assignments will need to be handed in class the day it is due, and/if ill you can email me a copy of your assignment, and it will not be considered late if posted prior to 11:59 pm. the same day.
2. **POLICY FOR LATE ASSIGNMENTS:** Assignments submitted after the deadline will be penalized with the loss of 3 marks for each business day [not class] that the assignment is overdue. For example, an essay that receives an 18/20 will receive a 15/20 if one day late. Please contact me ahead of time if possible if you will not be attending class or submitting work late. Students who have documentation of prolonged absence or illness should contact the Program Co-ordinator of Indigenous Studies at [asrivast@ucalgary.ca](mailto:asrivast@ucalgary.ca).

**Weighting and due dates are as follows:**

| ASSIGNMENT     | DUE          | WEIGHT (%) |
|----------------|--------------|------------|
| RESPONSE PAPER | January 12   | 10         |
| MID-TERM EXAM  | February 02  | 15         |
| BOOK REVIEW    | February 26  | 20         |
| RESEARCH PAPER | March 23     | 35         |
| FINAL EXAM     | APRIL 16 -26 | 20         |

**COURSE WORK SUBMISSIONS FOR INDIGENOUS STUDIES:** All course work submissions for Indigenous Studies such as assignments, papers, take home final exams and other course work related to this program of study should be submitted to SS 756 (Department of Political Science, 7<sup>th</sup> floor of Social Sciences) during their office hours or when the office is closed, the brown drop box located on the wall beside SS 756. **Submissions should no longer be submitted to the 1<sup>st</sup> floor, SS 102.**

**WRITING STATEMENT:** Written assignments are often required in Indigenous Studies courses, including this one, 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 service offered through Writing Support Services in the Student Success Centre (3<sup>rd</sup> floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

**INTERNET AND ELECTRONIC COMMUNICATION DEVICES:** Rules and guidelines about the use of internet and electronic devices: Laptops can be used during class to take notes. Please turn off cell phones and any other electronic devices during class time. If a situation arises that you

must keep your phone on, for example, you are a mother/father and sick children are at home and possible may need to contact you, then please let me know at the start of the class so that I am aware of the situation. Thank you.

**EXAMS:** Students will write one 50-minute Mid-Term Exam and a two-hour Final Exam testing their knowledge of the material covered to that point. Exams will consist of a combination of short answer and essay questions.

**REGISTRAR-SCHEDULED FINAL EXAM:** *There will be a Registrar-Scheduled final exam* in this course. This exam will be closed book. Students must be available for examinations up to the last day of the examination period.

Students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: <http://ucalgary.ca/registrar/exams/deferred-exams>.

#### **GRADING SYSTEM:**

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>.

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

These are the grade ranges and specific numeric values I assign to letter grades on D2L (etc.). Any individual assignment grade is converted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely an honorific that entails no additional points in the four-point system, I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.



## IMPORTANT POLICIES AND INFORMATION

### Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) 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 term work:

Instructors are normally free, subject to any established departmental or faculty procedures, to administer their own policies regarding deadlines for the completion of term papers or assignments. Please see policies on this course outline. Should you require an extension for completion of term papers or assignments, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations.

See *Calendar*: <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

### 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>.

### Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student can then proceed with an academic appeal. The first in an academic appeal is to set up a meeting with the Department Head.

### University Regulations:

Students are encouraged to familiarize themselves with the University policies found in the Academic Regulations sections of the Calendar at [www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://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/](http://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-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

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 will be destroyed after three months; 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](http://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](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://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 Library Block.

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](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997

Email: [ask@gsa.ucalgary.ca](mailto:ask@gsa.ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**Facebook Group for Indigenous Studies Program:**

<https://www.facebook.com/groups/UC.IIST/>

**Program Website:**

<http://www.ucalgary.ca/indg/>

**Native Centre Website:**

<https://www.ucalgary.ca/nativecentre/>



### Tentative Class Schedule

The following is the list of material covered each class. You are expected to come to class prepared by having read the articles and chapter material. **This list is tentative and may be altered when necessary.**

|  | DATE           | Activity  |
|--|----------------|---|
|  | MON.<br>JAN 8  | <b>INTRODUCTION:</b><br>(a) Who We Are.<br>(b) Review syllabus, Research Paper, Book Review and Exams.                |
|  | WED.<br>JAN 10 | <b>IN THE BEGINNING:</b><br>(a) 7 Theories of Origin.<br>(b) Creation Stories: Sky Woman, Blackfoot, B.C. Raven       |
|  | FRI.<br>JAN 12 | <b>EARLY CONTACT:</b><br>(a) Indian Principles.<br>(b) <b>Response Paper DUE***</b>                                   |
|  | MON.<br>JAN 15 | <b>EARLY CONTACT CON'T</b><br>(a) Skyscraper's Chapters 1 and 2   |
|  | WED.<br>JAN 17 | <b>RESIDENTIAL SCHOOLS:</b><br>(a) The Initial Stages.  |
|  | FRI.<br>JAN 19 | <b>RESIDENTIAL SCHOOLS Continued:</b><br>(a) Film: Muffins for Granny   |
|  | Mon.<br>Jan 22 | <b>RESIDENTIAL SCHOOLS Continued:</b><br>(a) Film: Continuation of Film: Muffins for Granny<br>(b) Discussion of film |
|  | WED<br>JAN 24  | <b>REPRESSION and RESISTANCE:</b><br>(a) Skyscrapers Chapter 4 and 5  |
|  | FRI.<br>26     | <b>COERCION:</b><br>(a) Skyscrapers Chapter 5 and 9   |

|  |                 |  |
|--|-----------------|--|
|  | MON.<br>JAN 29. | <b>COERCION CON'T:</b><br>(a)Skyscrapers Chapters 10 and11   |
|  | WED.<br>JAN 31  | <b>REVIEW AND PREP FOR MID-TERM EXAM</b>   |
|  | FRI.<br>FEB 2   | <b>MID-TERM EXAM***</b>  |
|  | MON.<br>FEB. 5  | <b>LITERATURE:</b><br>(a)History and Importance.<br>(b)Influential Indigenous Writers.                     |
|  | WED.<br>FEB 7   | <b>LITERATURE:</b><br>(a)Code-Switching Humour.<br>(b)Trickster figure and its significance to writing.    |
|  | FRI.<br>FEB 9   | <b>IDENTITY:</b><br>(a)Film: "A Place Between"   |
|  | MON.<br>FEB 12  | <b>IDENTITY:</b><br>(a)Film: "Women in the Shadows"  |
|  | WED.<br>FEB 14  | <b>IDENTITY:</b><br>(a)Traditional Indigenous Identity prior to colonization<br>(a)Definitions of Identity |
|  | FRI.<br>FEB 16  | <b>IDENTITY:</b><br>(a) Confusion and TRC<br>(b)Traditional Indigenous Identity returning                  |
|  | MON.<br>FEB19   | <b>MID-TERM BREAK</b><br><b>NO CLASS</b>   |
|  | WED.<br>FEB. 21 | <b>MID-TERM BREAK</b><br><b>NO CLASS</b>   |
|  | FRI.<br>FEB. 23 | <b>MID-TERM BREAK</b><br><b>NO CLASS</b>   |
|  | MON.<br>FEB 26  | <b>RESEARCH PAPER HELP</b><br>(a)Expectations and evaluation etc.<br>(b) <b>BOOK REVIEW DUE***</b>         |



|  |                |   |
|--|----------------|---|
|  | WED.<br>FEB 28 | <b>COURT AND JUSTICE SYSTEMS:</b><br>(a)Chapter 14  |
|  | FRI.<br>MAR 02 | <b>COURT AND JUSTICE CON'T:</b><br>(a)Traditional Ways of Justice<br>(b)Modern ways of Justice  |
|  | MON.<br>MAR 5  | <b>ROLES OF WOMEN:</b><br>(a)In the Fur Trade   |
|  | WED.<br>MAR 7  | <b>ROLES OF WOMEN CON'T:</b><br>(a)After Residential Schools  |
|  | FRI.<br>MAR 9  | <b>ROLES OF WOMEN CON'T:</b><br>(a)Current roles, Women Chiefs  |
|  | MON.<br>MAR 12 | <b>HEALTH AND WELLNESS:</b><br>(a)Residential School Syndrome   |
|  | WED.<br>MAR 14 | <b>HEALTH AND WELLNESS:</b><br>(a)The Medicine Wheel  |
|  | FRI.<br>MAR 16 | <b>HEALTH AND WELLNESS:</b><br>(a)Important current developments  |
|  | MON.<br>MAR 19 | <b>ORAL HISTORY:</b><br>(a)Importance of Oral History   |
|  | WED.<br>MAR 21 | <b>SPORTS:</b><br>(a)Influential Indigenous People and why it is essential to Identity.   |
|  | FRI.<br>MAR 23 | <b>MUSIC:</b><br>(a)Traditional Indigenous Music<br>(b)Modern Music<br>(c)Similarities and Differences<br><b>RESEARCH PAPERS DUE***</b> |
|  | MON.<br>MAR 26 | <b>POSITIVES AND NEGATIVES:</b><br>(a)Stereotyping and Myth busting.  |
|  | WED.<br>MAR 28 | <b>POSITIVES:</b><br>(b)Successes in Community (i.e. Alkali Lake, Inspire Awards),  |
|  | FRI.<br>MAR 30 | <b>GOOD FRIDAY</b><br><b>NO CLASS</b>   |
|  | MON.<br>APR 2  | <b>THE INUIT:</b><br>(a)Film: "Before Tomorrow"   |
|  | WED.           | <b>THE INUIT:</b>   |



|  |                        |  |
|--|------------------------|--|
|  | APR 4                  | (a)Film: "Ikwe"  |
|  | FRI.<br>APR 6          | <b>THE INUIT:</b><br>(a)Discussion of both films.                  |
|  | MON.<br>APR 9          | <b>SELF-GOVERNMENT:</b><br>(a)Ownership of Land.<br>(b)Chapter 17. |
|  | WED.<br>APR 11         | <b>URBAN TREATIES:</b><br>(a)Urban Treaties                        |
|  | FRI.<br>APR 13         | <b>PULLING IT ALL TOGETHER</b><br>(a)Review for Final Exam         |
|  | MON.<br>APRIL<br>16-26 | <b>FINAL EXAM WEEK</b>   |

**THE UNIVERSITY OF CALGARY  
INDIGENOUS STUDIES 201(01)  
“INTRODUCTION TO INDIGENOUS STUDIES”  
DR. BARBARA G. BARNES  
WINTER 2018**

**REQUIREMENTS:**

YOU ARE TO SUBMIT **ONE** JOURNAL ENTRIES WORTH **10** MARKS WHICH WILL THEN BE CALCULATED TO THE TOTAL OF YOUR FINAL GRADE.

**EXPECTATIONS:**

Reflecting about learning helps you make meaning from your learning. You are expected to write **ONE separate journal entry** that are **two pages (2) in length (doubled spaced, 500 words)** that discusses your understanding of “Who you are?” This paper is DUE: January 12, 2018

**RATIONALE:** During our course discussions, we will be discussing Indigenous Peoples and who they are, where they have been and where their future lies. The important aspect here is their Identity and how it began, changed, and began again. Will our Identity and the understanding of it also change throughout the course?

**MARKS WILL BE EVALUATED ON:**

- **THOUGHTFULNESS**
- **HOW WELL THE ENTRY IS ARTICULATED**
- **GRAMMAR AND SPELLING**
- **LENGTH AND QUALITY**
- **ANSWERING THE QUESTIONS AS SET OUT IN THE ‘EXPECTATION’ SECTION.**



**THE UNIVERSITY OF CALGARY**  
**INDIGENOUS STUDIES (201:01)**  
**INTRODUCTION TO INDIGENOUS STUDIES**  
**Dr. Barbara G. Barnes**  
**WINTER 2018**

**Assignment:** Research Paper

**Due:** March 23, 2018

**Length:** Approximately 1450-1500 words (5 - 6 typed pages, double spaced)

**Weight:** 35%

**THE TASK:** Choose a topic that you are eager to explore and find answers to. Construct a clearly focused research question about it. Conduct the research necessary to contextualize the issue you are addressing and to answer your question. Remember that a well thought out research question is at the heart of the paper. Your project must be related to the subject matter of the course. You should provide your reader with sufficient background information to appreciate the contexts that inform the topic you are addressing and the significance of the question you have raised. You should also clarify your methodology, assert your thesis clearly, and provide convincing evidence to support it.

**EVALUATION:** Papers will be evaluated based on the following criteria: a clearly proposed research question, quality of research, analytical sophistication, depth of insight, writing effectiveness, presentation and an annotated bibliography. (7 points for each of the 5 areas are possible as the grading system).

**PRESENTATION FORMAT:** Papers should be typewritten and double-spaced. They should include an **annotated bibliography** of no less than **six sources**. An annotated bibliography includes a short paragraph (approximately 4-5 sentences) in which you describe and evaluate (not summarize) the source briefly. Follow correct bibliographic form, using the **APA style**.

Sources must be carefully acknowledged throughout the paper in accordance with the APA style format. Remember that plagiarism is a serious offence and must be avoided. You must document not only direct quotations, but also paraphrases and borrowed ideas where they appear in your text. A list of references at the end of your paper is insufficient by itself. Readers **MUST BE ABLE TO TELL YOUR WORDS AND IDEAS FROM THOSE OF OTHERS**. All sources must be properly acknowledged, including Web pages and visual media. If in doubt as to what constitutes plagiarism, students should consult the student calendar and the instructor. Research presented in a format other than the research paper should also include an annotated bibliography.

The "Title Page" and "Reference Page" do not count in the required 5 – 6-page length. Also, use 12 Font and do not leave spaces between paragraphs. Please **DO NOT** use Wikipedia as it is not a valid website, if found to use it you will receive an "F" grade.

**GENERAL SUGGESTS:** Remember that your research question is at the heart of your paper and setting it out clearly facilitates the process of writing a research paper. Some of you may already know what topic you wish to search out, and the question you wish to answer; if not, make use of the required readings, as well as lectures, class discussions and of information you might gather from staying abreast of local, regional, national and international news to help you to discover appropriate topics and to construct researchable questions.

I have listed a few possible topics that could be the basis of a research project. Please note that these suggestions are broad and will need to be narrowed considerably. It is hoped that it will stimulate students to raise research questions of their own that would provide a suitable point of departure for this assignment. Students should consult the instructor about their topic and research questions.

Students should consult as many relevant sources as possible to explore their topic adequately.

### **Some Possible Research Topics:**

1. Ceremonies and rituals of Canada.
2. Some aspect of oral tradition (e.g. creation myths, stories about heroes, etc.).
3. Differences and/or similarities among three Indigenous cultures.
4. Compare spirituality among the three Indigenous groups:
5. The role of sustaining Indigenous identity.
6. Compare Indigenous groups' epistemology.
7. Compare similarities and differences of Indigenous Justice.
8. The impact of colonization.
9. Impacts of education, similarities and differences.
10. The role of women (past and present).
11. Role of Intergenerational Trauma
12. Truth and Reconciliation
13. The topics are immense thus be creative.

Students are welcomed to share their ideas and intent with the instructor.



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**INDIGENOUS STUDIES 201 (01)**  
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**DR. BARBARA G. BARNES**  
**WINTER 2018**

**Assignment:** Book Review

**Due:** February 26, 2018

**Length:** Approximately 1250 words (5 typed pages, double spaced)

**Weight:** 20%

**THE TASK:** You are being asked to complete a book review on the book by Richard Wagamese’s book “Keeper ‘N Me”.

**WHAT IS A BOOK REVIEW:** You are being asked to analyze a book, by identifying the key arguments of the book and how the author supported these arguments, and whether there were specific strengths and/or weaknesses to the book? Go beyond your likes or dislikes and provide evidence as to the merits or problems contained in the book. (Remember this is not a Book Report where you summarize the work).

**STRUCTURE OF THE BOOK REVIEW:**

1. Introduction: This should include the background and thesis that the book addresses, and should be short and direct.
2. Summary of Key Arguments: Brief overview of book. What is the book’s thesis? How is it similar or different from other works on a similar topic? How is it organized? What are the major arguments? What types of evidence are presented?
3. Evaluation/Analysis: This should be the bulk of your review. Use examples/quotes from the book to prove your assessment of the work.
4. Conclusion: Provide a succinct summation of your review. Does this book contribute to its field of study? What limitations if any does it have? Does it suggest future research? How does your analysis help others understand the time period or historical aspects of the period?

**EVALUATION:** Papers will be evaluated based on the “structure of the book review” with having addressed each of the sections.