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## **INTERNATIONAL INDIGENOUS STUDIES PROGRAM**

### **INDG 201 Lecture 03 Introduction to Indigenous Studies FALL 2020**

**COURSE DAY/TIME:** T/TR 11:00-12:15  
**INSTRUCTOR:** Adela Tesarek Kincaid, PhD  
**EMAIL:** atkincai@ucalgary.ca  
**OFFICE HOURS:** Tuesday 12:30pm-1:30pm (same zoom link as provided for class)  
**DELIVERY METHOD:** Synchronous Web-Based (zoom meetings during class times)

#### **COURSE DESCRIPTION:**

A multi-disciplinary, theoretical and empirical overview of the situations, perspectives, and aspirations of selected Indigenous peoples with a focus on the Canadian context.

This course is an introduction to the study of Indigenous peoples in Canada while exploring links to Indigenous peoples from around the world. The course is organized around four themes: precolonial history, colonization, justice and relationships/connections that Indigenous peoples have to the environment.

#### **COURSE OBJECTIVES & LEARNING OUTCOMES:**

The course incorporates an interdisciplinary perspective and employs multiple lenses to strive toward a more holistic understanding of Indigenous histories, societies, worldviews, perspectives and relationships with animals and the environment. Teaching and learning methods will include short lectures, case studies, videos, podcasts, class discussions, student presentations, guest lectures and collaborative learning. The course syllabus and schedule might change throughout the term as needed. Assigned readings should be read prior to class.

Course objectives include:

- To introduce the student to an international orientation of Indigenous peoples and the challenges Indigenous peoples face
- To instil respect for Indigenous worldviews and perspectives, realities, experiences, and cultures from around the world
- To develop in the student an understanding of ways of knowing that are complementary, separate and conflicting with western scientific concepts
- To demonstrate an awareness of colonialism, and the diverse and enduring impacts upon Indigenous people, and the legacy of the colonialism
- To apply a multidisciplinary, interdisciplinary and transdisciplinary understanding of Indigenous studies and to strive toward a holistic understanding

- To provide the student opportunities to apply critical thinking skills while analysing Indigenous peoples experiences within a historic and contemporary context
- To expand upon the understanding of the relationships that Indigenous peoples have with the environment
- To introduce students to concepts surrounding traditional ecological knowledge
- To expand understanding of the concept of de-colonization.

### **REQUIRED TEXTBOOK(S):**

Dickason, O.P. & Newbigging, W. (2019). *Indigenous Peoples within Canada: A concise history* 4<sup>th</sup> Ed. Oxford University Press.

Please acquire the text book from the University of Calgary bookstore. Additional readings will be posted on D2L.

### **REQUIRED TECHNOLOGY:**

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in asynchronous learning tasks using the D2L learning environment and **to attend** regular synchronous Zoom sessions. Zoom sessions will take place during the scheduled class time. When unable to participate live due to unforeseen circumstances, inform the instructor in advance and connect with a peer to discuss missed material.

Please come prepared with a:

- computer with a stable internet connection
- web camera and a good microphone (headset or built into the computer) for class meetings and presentations
- current antivirus and/or firewall software
- current and updated web browser
- word processing software (Word)
- computer software that enables viewing videos and listening to podcasts

During our regular class zoom meetings please add your full name below the video of yourself so that it is clearly visible to all in the class. Please have your camera turned on and microphone muted upon joining the class.

Zoom is a video conferencing program that will allow us to meet during scheduled class time for a “live” video conference, so that we can have the opportunity to meet and cover course material virtually. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies

(e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

**COURSE COMPONENT WEIGHTS AND DUE DATES:**

COMPONENT	WEIGHTING	DUE DATES
<b>Podcast</b>	<b>25%</b>	<b>Oct. 15</b>
<b>Presentation</b>	<b>25%</b>	<b>Date to be assigned to each group</b>
<b>Participation</b>	<b>20%</b>	<b>Last week of classes</b>
<b>Final take home exam</b>	<b>30%</b>	<b>Posted and discussed in class Dec. 8. Due Dec. 15.</b>
Total	100%	

**COURSE SCHEDULE & TOPICS:** The schedule is tentative and may change as the need arises. Additional videos, podcasts, readings and tutorials will be available on D2L to support assignments and course learning.

DATE	TOPIC	READINGS
<b>Week 1</b>	<b>Introductions and orientation to course</b>	<b>Collaborative course work survey (in class)</b>
<b>Week 2</b>	<b>Origins and precolonial history</b>	<b>Chapter 1: Origin stories</b>
<b>Week 3</b>	<b>Pre-contact economies (trade, egalitarianism)</b>	<b>Chapter 2: At the beginning</b>
<b>Week 4</b>	<b>Overview of Indigenous groups in the West</b>	<b>Chapter 8: Westward and Northward</b>
<b>Week 5</b>	<b>Governance structures</b>	<b>Chapter 18: The road to self-government</b>
<b>Week 6</b>	<b>Metis people in Alberta</b>	<b>TBD and posted on D2L</b>
<b>Week 7</b>	<b>Justice - Assimilation, isolation and experimentation</b>	<b>Chapter 10: The “Indian Problem” Isolation, Assimilation, and Experimentation</b>

<b>Week 8</b>	<b>Loss of land and resources</b>	<b>Chapter 13: Time of Troubles Chapter 14: Repression and Resistance</b>
<b>Week 9</b>	<b>Resistance</b>	<b>Chapter 15: Tightening the Reins: Resistance Grows and Organizes</b>
<b>Week 10</b>	<b>No Classes</b>	
<b>Week 11</b>	<b>Animal-human relations</b>	<b>Strengthening human-animal relationships as a doorway to Indigenous holistic wellness <a href="https://www.liebertpub.com/doi/abs/10.1089/eco.2019.0003">https://www.liebertpub.com/doi/abs/10.1089/eco.2019.0003</a></b>
<b>Week 12</b>	<b>Indigenous knowledge and TEK</b>	<b>TBD and posted on D2L</b>
<b>Week 13</b>	<b>Indigenous knowledge and climate change</b>	<b>TBD and posted on D2L</b>
<b>Week 14</b>	<b>Peer Evaluations and conclusion</b>	<b>Take home exam - Essay</b>

### **ASSIGNMENT(S)**

You will find a description of the assignment requirements, the assessment methods, and format and submission procedures below. All assignments are to be submitted through D2L.

### **Reflective Podcast**

The mid-term assignment will consist of a podcast project. The podcast will consist of reflecting on learning that took place during the first half of the semester and is due October 15 via the course D2L site

Students will develop a creative 5 to 10 minute Podcast that is a self-reflection highlighting key understandings of the material covered during the first half of the semester. The podcast will be based on course readings, self-reflection, film & audio, lectures, and discussions that took place during class zoom meetings. Students must submit accompanying references through D2L which will provide details regarding the sources of the information relayed in the podcast. The Instructor will be the only person that will have access to the students' work but might ask for permission to share specific podcasts if they contribute to course learning (student work will not be shared unless prior permission is granted from the student).

One example of podcast software can be found for free at:

<https://www.audacityteam.org/download/>

This assignment will take up to several hours to complete and is best done in stages and not in a single sitting.

Questions that will help with planning podcast content include:

- What have been the most interesting aspects learned in INDG 201 and how did they impact you?
- What was difficult, confusing or contradictory to your personal beliefs?
- Were you able to resolve these difficulties? If so, how? If not, why not?
- What key concepts did you learn in the course so far? How have these learnings helped you to grow or change? Provide detailed examples.

- What makes INDG studies an important area of study? What aspect of Indigenous studies interests you the most? Be specific

Helpful tips to help students succeed include to look at the questions outlined above as well as the course objectives, record ideas about how the readings and class experiences impacted your learning and how major concepts inform your understandings. Revisit the questions and course objectives and develop your answers. Provide specific examples that will support your answers. The podcast should analyze your learning of the course concepts and the relationship to the course objectives. Feel free to be creative.

The rubric that will be used to assess the podcast will be posted on D2L and is centred on the depth of reflection, connections made to class material, creativity, references, organization of material, word choice, flow, audience and use of technology. Similar to a paper, a podcast requires planning and research, writing and recording the material, and thorough editing.

### **Group Presentations and discussion questions**

Groups will be formed by the instructor and based on the survey that each student will complete during the first week of classes (assigned groups and presentation dates will be posted on D2L). A topic will be assigned to your group and your presentation will elaborate on the topic covered that week. Each group is responsible for the research that will focus on the development and presentation of a 30 minute seminar/lesson (lesson plan) which is to include class discussion and questions. Experimentation with methods that engage the class are encouraged. The presentation dates will be assigned to each group and discussed in class (one presentation is to take place each week starting the second week of classes). Groups may utilize visual aids, power point, web project, art piece or any other presentation approach. Please familiarize yourself with the zoom features in order to deliver the presentation to the class.

Each group will need to discuss their presentation and related questions with me or with a TA during the first and second week of class. Additional meetings with me are encouraged leading up to your presentation date.

Each group is responsible for developing and providing three discussion questions and a thorough and accurate response to each of the questions. This must be supported by academic literature using APA format. The three questions should be used as part of a discussion with the class during your presentation.

Presentations require a lesson plan and at least 6 references from academic sources. Please incorporate references and discussion questions into the presentation (using APA format). The presentation as well as the questions, answers and references should be submitted through D2L.

Presentations will be assessed based on the following criteria:

- evidence that the group practiced the presentation prior to delivery (worked well together)
- group was able to collaboratively use technology to effectively deliver their presentation
- group engaged the class
- group developed and executed a lesson plan
- group delivered information in creative ways and through the use of various mediums
- presentation was creative

- group demonstrated understanding of concepts learned in class
- taught the class something new and incorporated an international component
- group submitted questions and answers (used APA and followed formatting specifications discussed during class and posted on D2L)

## **PARTICIPATION**

Participation comprises 20% of the final grade which includes: attendance, class discussions, peer-assessments, a reflective self-evaluation and active participation in group learning. This course will be highly interactive and will include various opportunities for active engagement during each class session through talking circles, organized discussion in small and larger groups, small group work etc. Your participation will be assessed by your peers (method to be discussed during the first week of classes), by your instructor and through your own self-evaluation and reflection. Meetings with the instructor and TA will be held during the last week of the term to gather qualitative feedback from your peers and from you regarding your participation in the course. Your participation grade will be based on the consistency of your engagement, respect displayed toward all people involved with the course and the thoughtfulness of your contributions and on your interaction with others.

## **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 considered in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>

## **MID-TERM EXAMINATION**

In lieu of a midterm, students will complete a reflective podcast due October 15 (at the end of the day midnight). For project details please see the assignment description above. Please submit the podcast through D2L. The assessment criteria is shared above and will also be discussed during class and posted on D2L.

## **FINAL EXAMINATION**

The final exam will consist of a take-home essay format. Reference material and citations should consistently follow the APA format. Specifications will be discussed during the last week of class and students will be given one week to complete the take-home exam.

The take-home exam will draw upon class readings, lectures and presentations. The exam will draw heavily on material from the second half of the course. Citation and referencing should follow APA standards. The marking rubric is shared below:

Categories and Criteria	A	B	C	D	F
<b>Knowledge/ Understanding</b> <i>Information and ideas</i>	Accurate information and insightful, thoughtful ideas. Teaches/presents something new.	Accurate information and complete ideas.	Presents some accurate information and ideas.	Incomplete and/or inaccurate information and ideas.	Limited or missing information and ideas.
<b>Thinking/Inquiry</b> <i>Analyzing and Explaining</i>	Expresses many ideas, supported by relevant evidence/rationale. Uses APA correctly.	Expresses ideas, supported by evidence. Minor APA errors.	Expresses some ideas, sometimes supported. Some major errors using APA.	Expresses few ideas, with limited support. Major errors using APA.	Ideas are not clear. Plagiarized content or incorrectly used APA.
<b>Communication and Application</b> <i>Language and Style</i>	No (or very minor) mechanical writing errors.	Some minor mechanical writing errors.	Some major mechanical writing errors.	Frequent, major mechanical writing errors.	Writing is difficult to understand.
<b>Connections</b>	Makes many personal, academic and course connections.	Makes personal, academic and course connections.	Makes some personal, academic and/or course connections.	Makes few personal, academic, and/or course connections.	No evidence of personal, academic, and/or course connections
<b>Independent Learner</b>	Evidence that student understood course content and continued to search for and read related literature. Student engaged with various research on the topic.	Evidence that student understood course content and read related literature. Student engaged with research on the topic.	Some evidence of understanding course content and read related literature. Some engagement with research.	Limited evidence that student understood course content and read additional literature. Student did not engage with research.	No evidence of understanding course content or additional literature. No engagement with additional research.

**GRADE SCALE:** 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. Any individual assignment grade is converted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely and honorific than 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.

### **LATE PENALTIES**

Please talk to me in advance (minimum of 24 hours) if you feel you will be unable to hand in an assignment on time so that we can make alternative arrangements. If you miss a required course component and have not contacted me ahead of time, please contact me as soon as possible. If life circumstances or illness intervenes, I may ask for documentation and refer you to an advisor for advice, particularly if you have missed a number of classes. Please keep in mind that in order to pass this course you must complete all assignments.

Assignments received after midnight of the due date will be considered 'late', thereafter, students will lose 5% per day. Please refer also to the policies on deferring term work.

### **INSTRUCTOR GUIDELINES**

Students requiring assistance are encouraged to speak to the instructor during class or during their office hours. Should you wish to meet outside of office hours, please email to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours, to be held virtually.

Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.

### **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](http://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 Commissioner for Oaths, visit [ucalgary.ca/registrar](http://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>

*Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.*

#### **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>.

#### **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 then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

#### **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](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.

### **Required Access to Technology**

Please see the University's resource page at [https://ucalgary.service-now.com/it?id=kb\\_article&sys\\_id=86e7438013753ac06f3afbb2e144b031](https://ucalgary.service-now.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.

### **Faculty of Arts Program Advising and Student Information Resources:**

For program planning and advice, please consult with the Arts Students' Centre by calling 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].

### **Important Contact Information:**

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: [askgsa@ucalgary.ca](mailto:askgsa@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)

### **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: <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>