



International Indigenous Studies Program

Website: <https://arts.ucalgary.ca/international-indigenous-studies>
(Fall 2022)

INDG 201 L03 Introduction to Indigenous Studies

Pre/Co-Requisites - none	
Instructor: Ramona Beatty	Lecture Location: HNSC 128
Phone: (403) 220 3869	Lecture Days/Time: TH 17:00- 19:45
Email: rgjbeatt@ucalgary.ca	Office: SS721
Instructor Email Policy: I will respond to emails within 48 hours but not on weekends or holidays	

COURSE DESCRIPTION

This course is an introduction to the study of Indigenous peoples in Canada with links to Indigenous peoples in other parts of the world. Students will be encouraged to see the Indigenous world through a set of multiple lenses and to develop a more multifaceted understanding of Indigenous societies, the issues that they are facing, how they are dealing with them and the relationship between Indigenous and non-Indigenous peoples and societies.

Utilizing global, regional and local examples, the student will acquire a fundamental understanding of some of the main issues that affect Indigenous peoples in Canada and around the world. The course will explore Indigenous people's histories, world views and contemporary realities.

The course will incorporate a multi-disciplinary approach of study, including the frameworks of history, sociology, anthropology, economics, linguistics, political studies, cultural studies, critical theory, among others to examine and analyze the current issues, structures and processes of Indigenous life.

Topics to be discussed include:

- Indigenous Peoples, historical context and current issues
- Indigenous Cultural Identity and Representation
- Economic and Social Development Issues

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>

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For this Course, the learning objectives are:

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- To articulate how issues, ideas, living and inanimate beings, and communities are interrelated
- To increase the student's awareness of, understanding of, and respect for Indigenous worldviews and perspectives, knowledge, realities, experiences
- To introduce the student to ways of knowing that fall outside the western scientific precepts
- To demonstrate insights about Indigenous realities from a multi-disciplinary approach (e.g., history, social work, education, sociology) to the field of Indigenous Studies.
- To give the student experience at critically thinking and analyzing Indigenous peoples experiences within a historical and contemporary context.
- To demonstrate an awareness of the fundamental concepts of the course and how together they aid in the understanding of issues faced by Indigenous peoples
- To develop in the student an understanding of colonialism, and the diverse and enduring impacts upon Indigenous people, and the legacy of the colonial relationship.
- To expand understanding of the concepts of de-colonization
- To expand understanding of the concepts of Indigeneity
- To analyze the nuances of one's own social, political, and economic position in the context of the histories of Indigenous peoples
- To compare ideas through a diverse array of Indigenous systems and sources of knowledge
- To explore areas of personal and societal transformation that will lead us towards a decolonized world

REQUIRED TEXTBOOK(S)

Hughes, Lotte, 2012, *The No-nonsense Guide to Indigenous Peoples, 2nd edition UTP* Please acquire the textbook from the University of Calgary bookstore. Additional readings will be posted on D2L.

COURSE COMPONENT WEIGHTS AND DUE DATES

WEIGHTING		DUE DATES
Quiz 1	15%	September 22
Group Discussion	10%	September 29
Quiz 2	15%	October 27
Group Presentation	30%	November 3, 17, 24 and December 1
Podcast/Vodcast and script	30%	December 1
	100%	

If a student misses a required course component, please get in touch the instructor as soon as possible (see Late Penalties).

ASSIGNMENTS

Quiz 1- 15%- September 22 via D2L- materials covering September 8-22 - The quiz will be online and consist of questions that will be answered in paragraph form based on readings, media presentations (film & audio), lectures.

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Group Discussion and Questions – 10%- September 29- 10%

Students will be assigned groups and will meet in class to discuss and record their responses to questions related to the film *Colonization Road*. The responses will be submitted to D2L in a pdf form.

Quiz #2-15%- October 27 via D2L- Materials September 29 - October 20 - The quiz will be online and consist of questions that will be answered in paragraph form based on readings, media presentations (film & audio), lectures.

Group Presentation 30% - October 27- December 1

The class will be given a list of topics to research, and you will choose your top three topics that interest you and email the instructor the 3 choices. The instructor will form the groups based on this information. Group members are responsible for a research project that will focus on the development and presentation of a formal and in class oral presentation on your chosen topic. The presentation will examine a historical and/or contemporary issue/topic that is related to Indigenous peoples. Please ensure that your topic incorporates the course objectives. Students will be required to research and develop a 35-minute presentation which will include discussion questions. The presentation should be a power point, web project, art piece or any other appropriate presentational approach. Reference materials should be incorporated in the presentation utilizing APA or MLA format.

Please utilize the same font throughout the presentation.

The presentation must critically examine and analyze an issue facing Indigenous people and explore the impact on them from a historical and contemporary perspective. (e.g. colonization, globalization, Indigenous Rights)

You and your group members will need to discuss your project and chosen date with me by **September 20.**

Each group is responsible for developing and providing three discussion questions and a thorough and accurate response to each of the questions (mini essays). 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 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
- 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.

Final Project- Podcast or Vodcast and script- 30%- Due December 1 via course D2L site

Student's will develop a 20-30-minute Podcast or Vodcast that is a self-reflection piece that will

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highlight their self-awareness and understanding of their own cultural frames of reference when analyzing their learning of Indigeneity and Indigenous Ways of Knowing and Being. The reflection exercise requires a student to express what their analysis of course learnings and experience that is based on course readings, film & audio, lectures, discussions and their own course work. Students must submit an accompanying bibliography which details the sources of the information relayed in the podcast. The instructor will be the only person that will have access to the students' work.

The 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 you begin your reflective learning piece in a podcast format:

#1 - What was the most interesting thing you learned in INDG 201 and why?

#2 - What issues or concepts resonated with you?

#3 - Were there any questions or challenges that arose for you regarding Indigeneity? Why or why not?

#5- How has the course developed your understanding of Indigenous perspectives in ways that will be helpful to you in your life and chosen profession?

#6 - How has the course developed your understanding of Indigenous ways of knowing and being and current social and political Indigenous and Settler relationships?

#7 - What advice would you give a friend planning to take INDG 201? Be specific.

Suggested methodology:

Review the questions and the course objectives, jot notes about how your major assignments, class discussions and course materials impacted your learning and how major concepts informed your understandings. Develop your answers and 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. Like a paper, a podcast requires planning and research, a specific thesis or argument, writing and recording the material, and thorough editing.

FINAL EXAMINATION

Provide the following detailed information

Final Exam	N
Length	
Format	
Type	
Aids	

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>.

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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)	B+ (80-84.99)	C+ (65-69.99)	D+ (53-54.99)
A (90-95.99)	B (75-79.99)	C (60-64.99)	D (50-52.99)
A- (85-89.99)	B- (70-74.99)	C- (55-59.99)	F (0-49)

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

Assignments received after midnight of the due date will be considered 'late', thereafter, students will lose 2% per day. Please refer also to the policies on deferring term work on this outline and in D2L.

INSTRUCTOR GUIDELINES

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

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.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is disruptive to others and will not be tolerated.

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). 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).

The University of Calgary does not require documentation of student illness or absence **for the Fall 2022 semester**, including Statutory Declarations.

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.

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.

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

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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>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

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.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic 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. 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

<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

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 subject research without discussing their plans with the instructor, to determine if ethics approval is required.

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) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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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 <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.

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- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

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>