



International Indigenous Studies Program

Website: <https://arts.ucalgary.ca/international-indigenous-studies>

Winter 2023

INDG 397.12 (Indigenous Peoples and Early Canadian Immigrant writings)

Pre/Co-Requisites None	
Instructor: Barbara G. Barnes	Lecture Location: ST 129
Phone: 403-220-3869	Lecture Days/Time: Mon.Wed.Fri. 12:00-12:50pm
Email: bgbarnes@ucalgary.ca	
Office: SS 721	Office Hours: Wednesday 1:00- 3:00pm
Instructor Email Policy: emails will be answered within 48 hours on business days.	

COURSE DESCRIPTION

This course will use a Lecture format focusing on the multidisciplinary, theoretical, and empirical overview of the literature of selected Indigenous Peoples and selected early Canadian immigrants literature. Early writing by these peoples is interesting and inspires questioning of what and how they perceived Canada in the early years.

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>

For this Course, the learning objectives are:

- 1. To build an awareness, and understanding and an appreciation of the perspectives and cultures of Indigenous Peoples.*
- 2. To increase students' understanding of the impact of European settlement on Indigenous Peoples in Canada.*
- 3. To foster an understanding and appreciation of Indigenous Identity.*
- 4. To increase students' understanding of the complexity of defining identity.*
- 5. To increase students understanding of immigrant experiences in Canada, and their impact on Canadian society and culture.*
- 6. To foster a greater understanding and appreciation of the early and continuing effect of ethnocultural diversity on Canadian society and culture.*

7. To increase students' critical and creative thinking, writing clarity and sophistication and ability to utilize logical arguments and conclusion.

REQUIRED TEXTBOOK(S)

List of required texts:

1. Ruffo, A.G., Vermette, K., Moses, D.D., & Goldie, T. (2020) (Eds.) *An Anthology of Canadian Native Literature in English (5th ed)*, Oxford University Press.
2. Maillet, A. (2007). *La Sagouine*. Goose Lane Editions.
3. Marlyn, J. (2010) *Under the Ribs of Death*. McClelland and Stewart.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Reflection Paper	5%	Jan. 16, 2023
Mid-Term Exam	20%	Jan. 30, 2023
Book Review	20%	Feb. 15, 2023
Research Paper	35%	March 17, 2023
Final Exam	20%	April 15-26 TBA
Total	100%	

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

COURSE SCHEDULE & TOPICS

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 undue circumstances arise.**

	DATE	Activity
	MON JAN 9	INTRODUCTION: a) Who We Are. b) Review syllabus, Research Paper, Response Papers, Exams.
	WED JAN 11	ORIGINS AND CREATION STORIES: a) Skywomen, Blackfoot, B.C. stories
	FRI JAN 13	INTRODUCTION: a) NL: p. xxi -xxxv. b) NL: Basil H. Johnston p.105-122.
	MON JAN 16	EARLY INDIGENOUS PIONEERS: a) NL: Joseph Brant, George Copway, Catherine Sutton. b) Response Paper Due***

	WED JAN 18	CONNECTING EARLY EXPERIENCES: a) E. Pauline Johnson (p.36), Rita Joe (p.122), Mary A. Tappage (p.47).
	FRI JAN 20	CONNECTING EXPERIENCES AND FEELINGS: a) NL: H. Cardinal (p.212), D. Redbird, (p.135) B. Sainte Marie (p.170)
	MON JAN 23	CONNECTING TEXT, CONTEXT, AND PEOPLE: a) SR: Bernie Harder b) NL: Emma Larocque (p.288).
	WED JAN 25	STORYTELLING AND LITERATURE: a) NL: Maria Campbell (p.138) b) NL: Beatrice Mosionier (p. 299).
	FRI JAN 27	PREP FOR MIDTERM EXAM:
	MON JAN 30	MIDTERM EXAM
	WED FEB 1	INDIGENOUS LITERATURE: a) NL: Thomas King (p.199) b) NL: Lee Maracle (p.322).
	FRI FEB 3	CURRENT LITERATURE: a) NL: Richard Wagamese (p.463) b) NL: Drew Hayden Taylor (p. 518).
	MON FEB 6	EARLY WOMEN PIONEERS: a) SR: Gardners of wool, drawers of water. b) SR: Women in New France: History
	WED FEB 8	FRANCOPHONE SETTLERS: ACADIANS: a) SR: History of the Acadians
	FRI FEB 10	FRANCOPHONE SETTLERS: ACADIANS: a) Reading: Antonine Maillet, "La Sagouine".
	MON FEB 13	BRITISH SETTLERS: ENGLISH: a) SR: Suzanna Moodie. b) SR: Catherine Parr-Traill.
	WED FEB 15	BRITISH SETTLERS: SCOTS: a) SR: McDonnell Scot Bards. b) Old Highland Folk Beliefs. c) Book Review Due***
	FRI FEB 17	BRITISH SETTLERS: IRISH: a) Film: "First Winter". Discussion. b) SR: Gerald Keagan.
	MON FEB 20	FAMILY DAY: NO CLASSES
	WED FEB 22	READING BREAK: NO CLASSES

	FRI FEB 24	READING BREAK: NO CLASSES
	MON FEB 27	THE 'OTHERS': ICELAND: a) Stephan Stephansson
	WED MAR 1	THE 'OTHERS': HUNGARIAN: a) Discussion of "Under the Ribs of Death".
	FRI MAR 3	IMMIGRANT CONNECTIONS: a) Profiles chapter 5 "Treatment of ethnic minorities"
	MON MAR 6	IMMIGRANTS CONTINUED: a) Vera Lysenko's "Men in Sheepskin Coats" Alexandra Kruchka Glynn b) Google: Lysenko's Yellow Boots c) Canadian Ethnic Studies, vol30(1): Simple sentimentality or specific narrative strategy: The functions and use of nostalgia in the Ukrainian-Canadian text.
	WED MAR 8	THE BLACKS: OTHERS: a) Film: "Secret Alberta: The former life of Amber Valley" b) SR: History of Black Peoples in Canada.
	FRI MAR 10	THE BLACKS CONT: a)SR: History of Black Peoples in Canada.
	MON MAR 13	THE JAPANESE: OTHERS: a) Film: "Obachan's Garden"
	WED MAR 15	THE JAPANESE: OTHERS: a) Film: "Obachan's Garden cont."
	FRI MAR 17	THE CHINESE: OTHERS: a) Film: "Under the Willow Tree" b) Research Papers Due***
	MON MAR 20	THE BELGIANS: a) Google: The Belgians in Canada-Canadian Historical Association
	WED MAR 22	THE FINNS: a) Google: The Finns in Canada-Canadian Historical Association
	FRI MAR 24	THE GERMANS: a) Google: The Germans in Canada-Canadian Historical Association
	MON MAR 27	INDIGENOUS: a) Film: "Elder in the Making" 1 & 2
	WED MAR 29	INDIGENOUS: a) Film: "Elder in the Making" 3 & 4
	FRI MAR 31	INDIGENOUS: a) Film: "Elder in the Making" 5 & 6
	MON APR 3	INDIGENOUS: a) Cherie Dimaline b) Google: Article: Petra Fachinger "Writing 'Home': The Healing Power of Metis

		Storytelling in Cherie Dimaline’s Red Rooms and the Girl Who Grew a Galaxy”.
	WED APR 5	PREP FOR FINAL EXAM:
	APRIL 15-26	FINAL EXAM PERIOD

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

ASSIGNMENT: REFLECTION JOURNAL:

REQUIREMENTS:

YOU ARE TO SUBMIT **ONE** JOURNAL ENTRY WORTH **5** 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 **three pages (3) in length (doubled spaced)** that discusses your understanding of “Who you are?” This paper is DUE: **January 16, 2023**

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- 1 point**
- **HOW WELL THE ENTRY IS ARTICULATED- 1 point**
- **GRAMMAR AND SPELLING- 1 point**
- **LENGTH AND QUALITY- 1 point**
- **ANSWERING THE QUESTIONS AS SET OUT IN THE ‘EXPECTATION’ SECTION- 1 point.**

Please have a Title Page with your name, student ID number, date, and course name on it. Double space with 12 pt font.

Assignment: Book Review

Due: February 15, 2023

Length: 5-6 typed pages, double spaced

Weight: 20%

THE TASK: You are being asked to complete a book review on the book by John Marlyn "Under the Ribs of Death".

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 of the author and thesis that the book addresses and should be short and direct. (2pts)
2. Summary of Key Arguments: Brief overview of book. How is it similar or different from other works on a similar topic? How is it organized? What are the major arguments? (3 pts).
3. Evaluation/Analysis: This should be the bulk of your review. Use examples/quotes from the book to prove your assessment of the work. Please include your insights and voice within the paper. (10 pts).
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 or historical aspects of the period? (5 pts).

EVALUATION: Papers will be evaluated based on following the structure of the book review with having addressed each of the above sections.

Please have a Title Page with your name, student ID number, date, Course INDG 397.1on it.

RESEARCH PAPER(S)

Due: March 17, 2023

Length: Approximately 1750 to 2000 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: quality of research (constructs a compelling research project and uses at least 6 sources), analytical sophistication (provides sufficient context and detail supporting a clear thesis), depth of insight (provide probing illuminating analysis of the topic and clear answer to the question raised, including your insights and voice within the paper), writing effectiveness (for example, writing errors will be deducted), and presentation (typewritten, double-spaced, contains a properly formatted annotated bibliography, sources properly acknowledged throughout paper, contains a proper title page). (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.

Complete a "Title Page" and "Reference Page". These pages 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, Blogs, Twitter as they are 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. Compare an Indigenous culture and a European culture.
2. The role of sustaining Indigenous identity among the influence and influx of European cultures.
3. Similarities or Differences between folklores.
4. What makes a Canadian Identity?
5. Ancestor connection: what does that really mean for your identity today.
6. There can be any number of topics. Be creative and explore what interests you.

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

Example of Annotated Bibliography:

Barnes, B.G. (2077). *The identity of sasquatch*. Toronto, University of Toronto Press.

This reference talked about the secret sasquatch being observed by many. It is a great source for getting details as to what people have found. This book should be read by students in this class, or anyone searching for information about sasquatches. It helped me make my points throughout the paper.

Smith, D.B. (2035). *Growing up in Calgary in the 1700's*. Calgary, University of Calgary Press.

This reference provided hilarious accounts of what people did back in the 1700s in Calgary, Alberta. It was a super article as I was able to compare behavior's that differed in other parts of Canada. A worthwhile read.

MID-TERM EXAMINATION

Students will write one two hour Closed Book Mid-Term Exam testing their knowledge of the material covered to that point. This exam will consist of two parts. Part A will be a Contextualization, given 6 short answer questions to which the student will answer 4 of the. 2.5 points will be given for each question for a total of 10 points. Part B will be an Essay question. Students will have a choice of choosing one essay out of two given. Total points for the essay will be 15 points.

FINAL EXAMINATION

Provide the following detailed information

Final Exam	Yes
Format	Registrar scheduled in class
Modality	Registrar scheduled exam in person
Type	Short answer and essay
Duration	120 minutes
Aids	Note Closed Book, No materials to be used.

WRITING STATEMENT

Written assignments are often required in International Indigenous Studies courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

GRADING SCALE: The following grading scale will be used:

The International Indigenous Studies Program uses the percentage conversion scale below. Your final grade will be converted to the University’s official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at

<http://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A+ (96-100)	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 submitted after the deadline will be penalized with the loss of 3 marks for each day (not Class) that the assignments 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 indg.director@ucalgary.ca

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.

* Parents of sick children can keep their cell phones on, but I would appreciate it if I was informed ahead of time that you may have to leave or hear from your child during class hours.

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

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 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

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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.

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.

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.
- 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

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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>