



**DEPARTMENT OF POLITICAL SCIENCE  
INTERNATIONAL INDIGENOUS STUDIES PROGRAM**

**INDG 397.8 Lecture 02  
Parallel Narratives: The Stories of Canadian Indigenous Peoples and Settlers  
Past and Present  
Winter 2021**

**INSTRUCTOR: Ramona Beatty**  
**EMAIL: rgjbeatt@ucalgary.ca**  
**OFFICE HOURS: Tuesdays 3:30 – 4:30 via zoom**  
**COURSE DAY/TIME: Tuesday/Thursday 2:00- 3:15**  
**DELIVERY METHOD: Web-Based**  
**COURSE PRE-REQUISITES: None**

**COURSE DESCRIPTION**

This course examines key debates within the field of Indigenous and Settler colonial relations and studies. It will explore Indigenous ways of knowing, postcolonial and de-colonization theory and unpack key concepts such as Indigeneity, place/land, myth and history, identity colonialism, de-colonization and Settler society. The course will analyse the historical and contemporary narrative of Canada's First Nation, Metis, Inuit and Settler Peoples employing traditional and personal oral histories which may enhance or diverge from written history and in so doing provide a better appreciation and perspective of Canada's history. The intent of the course is to have students seek a deeper understanding of how the two narratives have produced contrary and often conflicting perspectives on historical and present-day concerns

This course investigates the role of "story" in the perceptions and interpretations of Canadian First Nation, Metis and Inuit identity, history and tradition in relation to colonialism, Settlers, and de-colonisation. It will analyze the parallel experiences (stories) of Canadian Indigenous Peoples and Settler society and their interpretations and perspectives of Canada's colonial past and related contemporary issues. Students will be introduced to the foundational concepts of Indigenous ways of knowing, understanding and being within the Canadian pre- and post-colonial context. They will examine how colonial/dominant cultural structures have interpreted, represented and impacted Indigenous peoples, material, cultural, demographic and epistemic history and contemporary issues.

**COURSE OBJECTIVES & LEARNING OUTCOMES**

Students will develop an awareness of the key debates, concepts and theoretical approaches in relation to Indigenous and Settler colonial studies. They will develop an ability to gather, review, evaluate and interpret research in the area of Indigenous and Settler colonial relations

Successful learners will develop an awareness of Indigenous peoples' heritage and identity in its

diverse and multiple forms, from pre-contact protocols, practice and traditions to its contemporary expression. They will be able to describe and discuss the role of traditional teachings and the impact of colonial/settler society interventions on the First Nations, Metis and Inuit identity and inheritance. Students will become familiar with the social, historical and political context of Canadian Indigenous-Settler relations. They will expand their understanding of the complexity of belonging and living in Canada's multicultural settler society and claims Indigenous peoples may make on the dominant culture from their position of being the original peoples and caretakers of the land.

### **TOPICS TO BE DISCUSSED**

- Historical context and relationship to current issues of Canadian Indigenous Peoples and Settlers
- Pre and Post Contact Cultural History, Identity and Representation
- Oral Histories as a source of traditional and contemporary Indigenous knowledge systems
- Parallel Stories – examination of the representation of the historical relationship between Aboriginal peoples and Settlers and the telling of the dual narrative

### **REQUIRED TEXTBOOK**

No text is required for this course. Instead, readings will be available on the course D2L site.

**REQUIRED TECHNOLOGY** There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2L.ucalgary.ca](http://d2L.ucalgary.ca)).

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

### **COURSE SCHEDULE**

#### **Course and Reading Schedule**

**January 12 and 14:** Introduction and review of course objectives and assignments

**January 19, 21:** Read and Discuss- Blood, N., Chambers, C., *Making Connections to Land, People and Places: 'Love Thy Neighbour'*; Little Bear, Leroy. *'Blackfoot history, worldview and knowledge - 'Sokitapwa'* – available on D2L

**January 26:** Read and Discuss: Keith Basso, *Wisdom Sits in these Places*

**January 28:** Small group discussion

**February 2, 4: Read and Discuss-** Patterson, T & Whittles, M., *Nápi and the city: Blackfoot creation narratives revisited*.

**February 9 & 11: Look at Niitsatapiisini site and familiarize yourself with the stories and culture of the Blackfoot people.**

**Read:** C. Chambers. *We are all Treaty People.*; H. Dempsey, *Indian Names for Alberta Communities*

**Read:** P. Raczka. *Winter Count*

**February 14- 22- Reading Week**

**February 23 – Watch NFB film**

**February 25- group discussion**

**March 2- Community walk and inventory**

**March 4 & 9 – Class discussion – community walk and inventory**

**March 11 - Group Discussion**

**March 16,18 23, 25 30 and April 1 & 6 - Class Presentations**

**April 13 - Group Discussions**

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

## **ASSIGNMENTS**

**PERSONAL NARRATIVE-20% - February 2** - a 6-page paper that reflects the student's identity in terms of family, community and place. This response should draw connections between the history of colonization and resistance in the articles assigned for the first month of classes and your own family history. In preparation, I would ask students to engage in informal conversations or reflections with/about their family to assess how their legacy is connected to Indigenous history in North America and/or in their country of origin.

## **CLASS PRESENTATION-30%-March 16, 18, 23, 25, 30 & April 1, 6**

You are responsible for a research project that will focus on the development of a formal in class, via Zoom, presentation on a topic of your choice. The presentation will examine a historical and/or contemporary issue/topic that is related to Indigenous peoples. Please ensure that your topic is related to First Nation, Metis or Inuit cultural history, identity and representation and Indigenous and Settler relations.

You will be required to research and develop a **30 - minute seminar** which will include class discussion and questions.

The presentation will be via Zoom and may incorporate visual aids, such as 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.

You will need to discuss your project with me by **January 28**.

The presentation requires minimum 8 references which must be from academic sources. Reference materials should be incorporated in the presentation utilizing APA or MLA format.

### **PARTICIPATION- 20% - 4 Group Discussion Meetings x 5%= 20%**

Participation is deemed as engaging in class discussion and active participation in group learning. This course will be highly interactive and will include synchronous and asynchronous opportunities for active engagement during each class session, including organized discussions, debates, small group work, etc. that will be via course D2L. Your participation and responses will be graded based on the consistency and thoughtfulness of your contributions and should highlight students understanding and learning of course objectives and materials.

**Group Discussion Meeting:** Students will be enrolled in a semester-based cohort that will meet virtually, on 4 specific dates, to discuss the questions and issues posted by the Instructor on D2L. The group will be responsible for writing a 3-page essay, APA or MLA citation style, that addresses the question and is supported by course materials. The work must be submitted via the D2L dropbox. If a student member does not contribute in a small group discussion, they will receive a zero.

**It is a collective grade.**

### **Designated group meetings and discussion dates:**

**January 28**

**February 25**

**March 11**

**April 13**

### **PODCAST or VODCAST - REFLECTIVE LEARNING- 30%- Due April 16** via course D2L site

Students will develop a 20-25-minute Podcast or Vodcast that is a self-reflection piece that will highlight their self-awareness and understanding of their own cultural frames of reference when analyzing their learning of Indigeneity and Indigenous and settler relations. The reflection exercise requires a student to express what they think, and more significantly, how and why they think that way 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 may help you begin your reflective learning piece in a pod or vodcast format:

**#1 - What were some of the most interesting concepts or stories that you learned about in INDG 397 and why did they resonate with you?**

**#2 - What was an unexpected learning that you acquired from the course or fellow members?**

**#3 - Were there any concepts, issues or theories that challenged you or resulted in further questions?**

**#4 - Were you able to find resolution or answers? If so, how? If not, why not?**

**#5 - Examining your responses to these questions, what concepts from the course reflect your learning. Be detailed.**

**#6 - What advice would you give a friend planning to take INDG 397? Be specific.**

**Suggested methodology:**

Look at the **questions** and the **course objectives**, jot notes about how the course material and interactions with your cohort impacted your experience and learning and informed your understanding of the course concepts. Revisit the questions and course objectives and develop your answers and provide specifics that will illustrate your answers. The podcast/vodcast should analyze your learning of the course concepts and the relationship to the course objectives.

**FINAL EXAMINATION**

No scheduled final exam

**WRITING STATEMENT**

Written assignments are often required in Political Science 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 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 (0-49.99)

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**

Assignments received after midnight of the due date will be considered 'late', thereafter, students will lose 2 marks 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. 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.

### **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](https://www.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](https://www.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>

### **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.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.servicenow.com/it?id=kb\\_article&sys\\_id=86e7438013753ac06f3afbb2e144b031](https://ucalgary.servicenow.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-electronic-resources-and-information-policy.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 by email at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](https://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 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>