



FACULTY OF ARTS
International Indigenous Studies

INDG 399.5 L02 Global Indigenous Film (Fall 2022)

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| Instructors: | Jennifer Kelly and Aruna Srivastava |
| Contact: | jgkelly@ucalgary.ca asrivast@ucalgary.ca |
| Office Hours: | Aruna: Tuesdays 3.45-4.45 p.m., in office, SS1018, or by arrangement Jennifer: Mondays 1.30 - 2.30 p.m. in office, SS1018, or by arrangement |
| Delivery method: | Mostly in person, with some Zoom sessions. |
| Meeting times: | Tuesdays: 5.00-7.45pm (see note below), SA121 |
| Course Site: | D2L (access via MyUofC portal) |

Calendar description: Selected themes in International Indigenous studies. May focus on Indigenous peoples of only one country. Pre-requisites: none.

Course description: This course will focus on film, video, digital media (games, video, social media, television) created by Indigenous peoples in various parts of the world, but particularly in settler-colonial nations such as Australia and Aotearoa (New Zealand). We will explore such issues as the representations of Indigenous peoples in relation to colonial ideologies, and how Indigenous filmmakers are using film and other media to convey Indigenous ways of knowing. We will engage in discussion about concepts of positionality, identity, decolonization, sovereignty, community and relationship-building. We will examine issues of “authorship” in media production (i.e. what constitutes “Indigenous film”?), as well as aspects of film studies that will enable us to view films from a critical, reflective perspective.

You will find many aspects of this course challenging, in that the content and form of the media are often unfamiliar, as well as the political contexts and histories that inform them. These challenges will make the course research-intensive, as we attempt to fill in “knowledge gaps” about Indigenous histories, art forms and current realities. In addition, one of the demanding elements of this course is consistent (and constant) reflection and critique, which is essential in learning (and unlearning) what we know or believe we know about Indigenous peoples at home and around the world.

Course Objectives and Process (what we hope you will learn)

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, particularly those of relational inquiry, critical thinking and research.

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>

This particular course is an inquiry-based course, meaning that you contribute significantly and consistently to discussions online and in class, particularly about information you have found and your reflections on it. A lot of independent work is expected, and you may find the amount and choice of material available in the online environment to be daunting initially. Please read the documents on *inquiry-based learning* in D2L, as they provide context.

This course will include class meetings, group discussions, some interactive Zoom sessions, guest speakers, group work, and independent as well as collaborative research work. We will use various online tools such as D2L, Zoom and Discord (for discussion between classes), so that people can both attend class synchronously (in person or online, together, in real time), as well as asynchronously (on your own time), particularly in cases of absences due to illness: it is important that you take care of your physical and mental health. We will provide recordings and resources in the event that either you or we need to miss an in-person class, and have shortened class meeting time slightly to reflect the requirement for viewing/listening to/engaging with media. Most classes will also have a break.

Attendance for all aspects of the class is still a must, and much of it will be tracked, particularly your involvement with course material and assignments on D2L, and interaction on Discord. We will occasionally not meet for the entirety of every class session if we find that more group meetings or media-viewing time is required. Please see links provided during the term for information on how online formats work alongside inquiry-based learning, for suggested readings, and for details on scheduling and assignments. We also provide guidelines for assignments that may be unfamiliar to you: Indigenous Studies in general requires *self-reflection, collaboration, and research* equally, and asks that you become *aware of and critique* your ways of learning and processing knowledge: assignments are based on this assumption, but also have a good deal of flexibility built in. If you have any difficulties during the course, we invite and expect you to talk to us about them. This will require initiative on your part. We are also happy to confer with you about what this course looks like for you individually, and you will see that there is plenty of opportunity to make both the course “content” and the course “work” very much your own. Please note that one of the expectations of this course *is collaboration and community-making* with others in the class. Participation therefore takes a range of forms, not simply talking in class. Do review participation and group work guidelines, and think of ways that you can contribute in a good way to the experience of others in the class.

Texts, reading, viewing

All readings will be on D2L, to keep text costs down. Much of the media you will find is free, but some not found in libraries or streaming services you will have to pay to rent. An extensive list of film resources can be found on D2L. You will find this useful in coming up with final work for your portfolio, lines of inquiry and journal reflections. We have done our best to list locations, and many media are available through Indigenous television and media sources. We will view some shorter-length media during class time. It is therefore essential that you become comfortable with the online environments of D2L and Discord, ensure you have access to the university library, particularly electronic resources, and, preferably, the Calgary Public Library as well, as it has the extensive Kanopy film database. If you do not have a current address in Calgary, we will discuss how you might use this streaming service or find it elsewhere. You may need to stream videos/films (on your own or through a library), and, on occasion, use ancient technologies such as DVDs, which you can borrow through U of C. Share with others where you find Indigenous films/media, as not all of us will use the same subscription services. (Watch parties are also a good idea for smaller groups with access to the same services such as Prime, Netflix, Youtube, and the like). The library also has an extensive videogame collection.

For copyrighted readings and media, we will provide on D2L direct links to the electronic links at UCalgary libraries. You will have to sign in to access these. We will also make use of the large number of open access resources available. You can if you wish order or read an actual print book instead!

Please also familiarize yourself with the University's Indigenous Strategy, *ii'taa'poh't'op*, online, and the resources at the [Office of Indigenous Engagement](#), including talks and short videos. You may wish as well as to take the short online workshop based on *ii'taa'poh't'op*. (Taking the longer course would be of benefit as well). You will find links to these in D2L and Discord.

Assessment:

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| Learning and research log | 20% (first hand-in October 10) |
| Participation | 20% |
| Critical reflective journal | 15% (first hand-in, one entry minimum, October 10) |
| Portfolio | 45% |

Portfolio includes at an absolute minimum four reflective film/media reviews, three research-based lines of inquiry, knowledge check activities, narrative peer and self-assessment, and a collaborative project (see D2L for portfolio instructions). You can opt as well to do independent projects for the portfolio, as well as any tasks, large or small, suggested throughout the course. There will be an ongoing list of "tasks" for you to consult on D2L. You will start these in your learning log and include them in your portfolio when they are complete. Assignment guidelines are posted early. Please take some time to read them, and ask questions.

- There is no registrar-scheduled examination for this course.
- All final assignments will be due on the final day of classes, unless you take an extension. Extension policies will be posted on D2L.
- *Please note carefully that we expect you to complete all course components in order to pass.* Consult with us as early as you can about factors affecting attendance, participation, and your ability to engage in or complete work. This is a wise practice, as we may know of options or strategies that will help you move through the course and your studies in general.
- You may submit your assignments electronically, but **not** by e-mail. They will get lost if you do. Submit them through the D2L dropbox, and according to instructions provided. If you need to hand something in in print, give it to us directly.
- Guidelines for assignments and tasks will be provided on D2L, Discord and in class. Please read these carefully and ask lots of questions if they are not clear. We use these assignment guidelines, largely, to guide assessment. Deadlines and extension policies are also posted on D2L, so it is important to familiarize yourself with them. Please be aware that class and individual feedback may be provided in audio form.
- You may submit an altered version of this grade breakdown at the end of term. There are limitations: you may not subtract more than 5% from any component of the course or add 5% to any component (for example, you could take 5% from your participation grade, if it were lower, and add it to your journal grade, if it were higher). Your final breakdown, and any revisions to it, must be submitted in writing, and signed. If you do not submit a revised breakdown of assignments by the last class, each component of the course will be weighted as listed above.

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 and final grading options can be found at

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

These are the grade ranges and specific numeric values we 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). We use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

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| 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 |

A few additional words on...

Participation

One of the most important aspects of the course is **online** and **in-class** participation. We will hold online discussions and all course material, texts, and lines of inquiry are updated regularly. *It is crucial that you are willing to work with both the in-class (face-to-face, including Zoom, or synchronous) and the online, asynchronous aspects of the course: they are both integral to your experience and understanding of it.*

Check into D2L and our discussions often. The course topic requires attendance and attention. For seminar discussion, this means that you: prepare by reading, thinking and being attentive, engage in class and group discussions, *keep your counsel* if you are comfortable speaking and *take some risks* learning how to if you are not, help out others in need, *keep a record* of collaborative discussions and processes (perhaps the most difficult part of group work), your interaction with instructors and colleagues both inside *and outside* of class, as well as your commitment to the course work and classes throughout the term: the Viewing, Learning, and Research Log is the record for all of these processes and reflections. Similarly, in online discussion, you will need to make an effort to post, to comment and to brave the waters of what feels like information overload. If you are not familiar or comfortable with how blogs, social media, D2L, the library and the like work, make an appointment to talk to us in the first two weeks of term.

The most crucial aspect of online participation will be the class discussion forum on Discord: all class members will be contributing as part of participation in the course. Although there are justifiable reasons not to attend class, and *you do not have to explain these*, please inform us and group members *ahead of time*, preferably by e-mail, if you are not going to be in class. This aspect of respect for others is critical in assessing participation and for all of us in planning classes.

We expect and appreciate that you will always be asking questions, even when you would rather not. *Curiosity* and *inquiry* are the foundation of this course, as both are essential to critical thinking, reflection and to research. Please talk with us if this is difficult for any reason.

Viewing/learning/research log

Your detailed log will comprise a record your media viewing, research processes, your reflections, your

reactions, notes and thoughts as you go through the term. It is the jumping-off point for the rest of your work. Further, with this particular method of learning and particularly of assessment, it is crucial that you keep a record throughout the term of any contributions you have made (extra work done for class, extra group meetings, helping other students in class with course material, D2L and technology, etc.), so that you can submit an accurate account of your participation throughout the term, and so that you can document the ongoing work you may wish to include towards your portfolio, journal and participation assessment. See D2L for further guidelines.

Portfolio

- Your portfolio is made up of a number of projects or tasks that you engage in throughout the term. Some of these will be specific tasks, and will involve lines of inquiry (these will accumulate on D2L), reviews, knowledge check activities, and other tasks you select.
- You may also come up with a project or projects of your own, creative or critical (or both) to include in your portfolio. Consult us on these.
- As part of your portfolio you may choose a *collaborative project*. We strongly suggest that groups present to the class on a project (this can be online or in-class; we will provide instructions for these).
- Please see D2L for a list of suggested additional portfolio projects which can range from the traditional to the creative. Consult with instructors first.
- Remember to include in your portfolio *all* work attempted for the course, even if it is unfinished.

Late work:

As difficult as it can be, you *must* be in touch with us about delays in your work. If you hand in work on time, we can provide more thorough feedback. If it is late, that feedback will be less detailed and useful (that is, keep the workload of instructors in mind in your planning). If you know you cannot meet a due date, you have two options: 1) hand in the work you have completed so far for feedback that will be useful for improvement. Almost all assignments in this course are continuous and cannot be completed at the end of term; 2) before, *not after*, the work is due, you can request a reasonable extension for a specific amount of time [no questions asked]. Either of these options, or discussing your progress in person, is better than not handing in your work. If you find yourself unable to complete your term work by the last day of classes, it is advisable to apply for a [a deferral of term work](#), particularly if you are uncertain about whether a short extension after classes are finished will be helpful. You are *not* required to provide documentation of reasons for your absence or for late work. However, be sure to use all supports available to you through the university. Consult with us about planning for your work, and pay close attention to tasks and submission deadlines, and further information about assessment, which will always be on D2L.

Communicating with us and others inside and outside of class:

You will need a laptop or tablet for work such as notetaking and research in this class. We may get obviously irritated and ask you to turn devices off if it is clear that people are texting, gaming, surfing aimlessly, listening to music, and such. Or, there will be class exercises in which no devices will be allowed. If you need to have your phone on because of urgent or other necessary situations, let us and group members know. To get in touch with instructors, e-mail is best, but neither of us will respond to email on weekends (with some exceptions near the end of term). Please allow a good 24 hours otherwise for a response before sending a reminder—and reminders are fine. Please follow all usual email etiquette: useful subject lines (INDG 399 in the title, using your ucalgary.ca address to be sure it gets through, signing with your name, etc.). For usually swifter responses, you may wish to use Discord, which will have a Q&A channel that allows other participants to engage as well. You may also wish to arrange Zoom or Discord chats (audio or video) for group or 1:1 chats. *Please do not use the office phone number for either instructor.* With other students in the class, choose the best method of quick collaborative communication. If you do not have reliable access to the internet and/or a computer, there are several places on

campus that do. For this course, a phone at minimum is required, with regular access to TV or internet-connected computer (such as at the library or computer labs) for film viewing.

Health, wellness and other supports:

There are many resources available to students (and your fees help to pay for them...). Do not hesitate to ask if you wish to find out about further specific resources.

- [Sexual violence policy and support](#)
- [Wellness and Mental Health Resources](#)
- [Student Success](#)
- [Student Ombuds Office](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)
- [Office of Equity, Diversity and Inclusion](#)
- [Indigenous Engagement Office](#)
- [Writing Symbols Lodge](#)

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 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.

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

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>