



INTERNATIONAL INDIGENOUS STUDIES
PROGRAM

INDG 399.5 (01)

Selected Topics in International Indigenous Studies
International Indigenous Film

Spring 2020

MW | 12.00-2.45pm

Instructor: Aruna Srivastava; TA:

E-mail: asrivast@ucalgary.ca

Office hours: Wednesdays after class via Zoom or Facetime 3.00-4.30pm or by appointment

Course website: d2l.ucalgary.ca

Slack: TBA

COURSE DESCRIPTION

Calendar description: *Selected themes in International Indigenous studies. May focus on Indigenous peoples of only one country.*

This course will focus on film, video, digital media (games, video, social media, television) by Indigenous peoples in various parts of the world, but particularly on settler-colonial nations such as Australia, Aotearoa (New Zealand), Turtle Island (Canada and the US). We will explore such issues as the representations of indigenous peoples in relation to colonial ideologies, and how indigenous filmmakers are using film to convey indigenous ways of knowing. We will engage in discussion about concepts of identity, decolonization, sovereignty, community and relationship-building. We will examine issues of “authorship” in media production (i.e. what exactly constitutes “indigenous film”?), as well as aspects of film theory 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 people’s 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 think we know about indigenous peoples at home and around the world.

COURSE OBJECTIVES, LEARNING OUTCOMES, PROCESSES

This is an inquiry-based course, meaning that you contribute significantly and consistently to discussions online, particularly about information you have found and your reflections on it. A good deal of independent work is expected of you, and you may find the amount of material

available in the online environment to be daunting initially. Please read the documents on inquiry-based learning in D2L. This course will be made up of interactive Zoom class meetings, group meetings, independent as well as collaborative research work, and a good deal of reflection. We will use various online tools such as D2L, Zoom and Slack, so that people can both attend class synchronously (in real time), as well as asynchronously (on your own time). Attendance for all aspects of the class is still a must, and much of it will be tracked. We will sometimes not meet for every class session if we find that more smaller group meeting time is required, or if media-viewing time is required. Please see links provided during the term for information on how online formats work alongside inquiry-based learning, readings, course material, details on scheduling and assignments.

I also do provide extensive guidelines for assignments that may be unfamiliar to you: Indigenous Studies requires reflection, collaboration, and research equally, and asks that you become aware of your ways of learning and processing knowledge: assignments are based on this assumption, and have a good deal of flexibility built in. If you have any difficulties during the course, I invite you and expect you to talk to me about them. This will require initiative on your part, as many of us rely on the face-to-face in order to catch up, chat and ask questions. Although this is a “remote delivery” class, I expect all students to attend and engage. This is not a course that is suited to an entirely independent, asynchronous approach, although there is a great deal of flexibility in it. I am also happy to confer with you about what that looks like for you individually. Please note that one of the expectations of this course is collaboration with others in the class.

TEXTS AND READINGS

All required and optional 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. I have done my best to list locations, including library links, on D2L, and many media are available through Indigenous television and media sources. We will view some (but not all) films and media during class time. It is therefore essential that you be comfortable with the online environment of D2L, and ensure you have access to the university library and, preferably, the Calgary public library as well.

If you do not have a current address in Calgary, we will discuss how you might use the streaming service Kanopy there or find it elsewhere. U of C does not subscribe to it. You may need to stream videos/films (on your own or through a library), and, on occasion, use older technologies such as DVDs. However, unless things change soon, the TFDL library collections will not be available to us. Readings are located on D2L. Anything that is copyrighted will provide you a direct link to the electronic databases at TFDL. We will also make use of the larger number of open access resources available to us currently. One of these is the National Film Board collection (free to use through the U of C library, as well as to the public at the moment). One of the reading requirements is to put together a “primer” of shorter pieces that familiarize you with Indigenous histories post-colonization. You can if you wish order or read a book instead. I will make a few suggestions through D2L. I will also ask you to read the University’s Indigenous Strategy, *ii’taa’poh’t’op*, online, and to take the short online workshop based on the strategy.

ASSIGNMENTS AND EVALUATION

Learning <i>and research</i> log	25% (mid-term hand-in May 25)
Participation	20%
Reflective journal	20% (mid-term hand-in May 25)
Portfolio	35%

Portfolio includes at absolute minimum four reflective film/media reviews, three research-based lines of inquiry, narrative peer and self-assessment (see D2L for portfolio instructions and breakdown). 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 that you will start in your learning log and include 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 you must complete all course components in order to pass.*

GRADE SCALE

The International Indigenous Studies Program uses the percentage conversion scale below. Your final grade will be converted to the University’s official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49.99

These are the grade ranges and specific numeric values I assign to letter grades on D2L. Any individual assignment grade is converted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely and honorific than entails no additional points in the four-point system, I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

INSTRUCTOR GUIDELINES

- Check D2L for participation requirements and other assignments, and be familiar with these early in the term, so that you can talk to me if you have questions or concerns. Participation

requires attentiveness to the course in all of its facets, including group work, and engagement with what is going on in class. As this is an intensive course, being “absent” is significant, and can be tempting in an online course. Be sure to keep in touch with me if you run into difficulties at all (this, too, is an strong element of participation). Online participation, especially navigating D2L, Zoom, discussions, and interactions with other class members counts for at least half of the participation grade, more if you are unable to attend classes. You will document your work inside and outside of class sessions anyway (research, work with others, reading, viewing etc.) in detail in your learning log. This assignment helps a great deal in self-assessment of participation.

- The costs for this course will be associated with the viewing of films and other media.
- Our class starts at the lunch hour: please ensure you have had something to eat, or bring adequate sustenance with you to class. We will normally have a very short break for our full class sessions. We will cover “Zoom” etiquette and tips in the first week.
- *Please e-mail me through D2L and be sure to use “INDG399” in your subject line. If you don’t use your ucalgary.ca address I may not get your e-mail. I do not usually respond immediately, and very rarely over the weekend, especially these days. However, if you have not heard from me within 24hrs (except on weekends), do send me a follow-up email. Keep your questions specific, and check out D2L instructions first.*
- Assignments will be submitted through the D2L dropbox. I strongly suggest that you experiment with online formats—everything from Google Docs to blogs to websites to video sites to specific apps that suit your style for learning, writing, speaking, etc. The more you can link the better. As you cannot submit on paper, think outside the box in terms of the formats you use to submit your work.

IMPORTANT POLICIES AND INFORMATION

Please consult the University’s [COVID-19 INFORMATION PAGE FOR STUDENTS AND MENTAL HEALTH SUPPORT](#):

Supporting Documentation and the Use of a Statutory Declaration

[The University Calendar states:](#)

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).

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.

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

Absence from a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Assessment (Final Examination or Term Work):

[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 with the Dean of the Faculty of Arts. Instructors should, however, be notified if you will be absent during the examination. The [Application for Deferred Final Exam, term work](#), as well as deadlines, requirements and submission instructions can also be found in your student centre or above.

Grade Appeals:

If a student wants a [reappraisal of graded term work](#), they must first discuss their concerns with the instructor within 10 business days of receipt of the grade or graded assignment. If this does not resolve the matter, the student then proceeds within 2 business days by taking the appeal to the Department Head, who makes a decision within 10 business day. The reappraisal of graded term work may cause the grade to be raised, lowered or to remain the same. [Final grade reappraisals](#) are a different procedure also outlined in the Calendar.

Student Accommodations:

Students seeking an accommodation based on any disability or medical concerns should contact [Student Accessibility Services](#); SAS will process the request and issue letters of accommodation to instructors. SAS can also provide additional support services and information on a range of accommodations for students.

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. Read the [full Student Accommodations Policy](#).

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the

[Academic Regulations](#) sections of the Calendar.

Plagiarism and Academic Integrity:

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 integrity](#). Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy. Consult the [Academic Integrity website](#) as well.

University Code of Conduct:

All members of the University community have a responsibility to familiarize themselves with this Statement on Principles of Conduct and to comply with University of Calgary policies on conduct including: [Code of Conduct](#) and [Student Non-Academic Misconduct Policy and Procedures](#).

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.” See also [The Canadian Copyright Act](#).

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.

Much of the information below applies only when the university re-opens.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check this [assembly point list](#) and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the [Arts Students' Centre](#) in Social Sciences 102 call 403-220-3580 (when the university re-opens) or email artsads@ucalgary.ca.

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

Campus Security and Safewalk (24/7/365 days a year). Safewalk is a free service and volunteers are available to walk 24/7. A pair of trained Safewalk volunteers will walk anywhere

on campus with you (including McMahon Stadium, Health Sciences, Student Family Housing, the Alberta Children's Hospital, and the University LRT station).

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: www.su.ucalgary.ca

Graduate Students' Association Phone: 403-220-5997. Email: askgsa@ucalgary.ca

www.ucalgary.ca/gsa

Student Ombuds Office

Phone: 403-220-6420 Email: ombuds@ucalgary.ca

The Student Ombuds Office offers a safe place for all students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns, and many other problems.

Campus Mental Health Resources:

[SU Wellness Services](#)

[Campus Mental Health Strategy](#)

Facebook Group for Indigenous Studies Program

<https://www.facebook.com/groups/UC.IIST/>

Writing Symbols Lodge

Writing Symbols Lodge provides academic, personal, and cultural support services and programs to prospective and current First Nations, Métis, and Inuit students, and offers a welcoming and supportive learning environment for the whole campus community.

Office of Indigenous Engagement and ii'taa'poh't'op (U of C Indigenous Strategy)

The Office of Indigenous Engagement and ii' taa'poh'to'p guide UCalgary on its path of transformation, and communicate its commitment to and responsibility for truth and reconciliation.