



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – FALL 2016

**NT 1000 (A2): Research & Writing in context of Indigenous & Settler Relations – 3 (3-0-0) 45
Hours**

INSTRUCTOR: Kirsten Mikkelsen **PHONE:** 780-539-2889
OFFICE: C-303 **E-MAIL:** KMikkelsen@gprc.ab.ca
OFFICE HOURS: Thursday 3-5pm and by appointment

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Alfred, T. (2005). *Wasase: Indigenous pathways of action and freedom*. Toronto, Ont:
University of Toronto Press.

And

Battell Lowman, E. & Barker, A.J. (2015). *Settler: Identity and colonialism in 21st century
Canada*. Black Point, NS: Fernwood Publishing.

Selected Readings available in Moodle site and selection as outlined in the course schedule to
inform your papers from:

Open Access Online Journal - Decolonization: Indigeneity, Education & Society
<http://decolonization.org/index.php/des>

*or equivalent texts or collection of articles.

NT 1000 Library Research & Writing Guide prepared by S. Gardner (2015).

SUPPLEMENTAL (OPTIONAL) GRAPHIC NOVEL & VIDEO SERIES ONLINE:

Whetung, E. R. (2010). *Biidaaban: The Aim is Liberation* (Unpublished master's project).
University of Victoria, Victoria, BC.

Kroeker, A. (Producer), & Two Bears, J. (Director). (2005). *Wasase: indigenous
pathways of action and freedom* [DVD Series]. (Available from Pacific Centre for

Technology and Culture, University of Victoria P.O Box 1700 STN CSC, Victoria, BC V8W 2Y2).

Wasase Series available online at:

<http://www.pactac.net/pactacweb/web-content/video11.html>

CALENDAR DESCRIPTION:

An introduction to research and writing skills through an introductory review of contemporary Indigenous and Settler decolonization.

CREDIT/CONTACT HOURS: 3 credits / 3 hours per week

DELIVERY MODE(S): Discussions, Lectures, Adventure Learning & Required Moodle site.

OBJECTIVES:

- Examine required readings and engage collaboratively with peers to strengthen introductory perspectives of Indigenous & Settler relations
- Define key concepts related to perspectives in Indigenous Studies as: colonization, decolonization, nationhood, and settler allies
- Identify Indigenous approaches to decolonizing research and writing
- Compare course concepts in relation to contemporary Indigenous & Settler decolonization
- Examine Indigenous responsibilities and pathways for contemporary Indigenous resurgence
- Apply emerging understanding of themes in Indigenous Studies through engagement and writing

LEARNING OUTCOMES:

- Demonstrate comprehension of concepts and perspectives in Indigenous Studies
- Ability to identify, research, write and engage on themes of Indigenous-Settler relations
- Design a presentation that represents a decolonizing perspective of Indigenous & Settler relations
- Apply knowledge and analysis of contemporary Indigenous Studies theme via written paper

TRANSFERABILITY:

UA, UC, AU, CUC

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

GRADING CRITERIA:

Please note that Universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN “C-” IF YOU ARE PLANNING TO TRANSFER TO UNIVERSITY.**

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	66-69
A	4.0	90-94	C	2.0	63-65
A-	3.7	85-89	C-	1.7	60-62
B+	3.3	80-84	D+	1.3	54-59
B	3.0	75-79	D	1.0	50-54
B-	2.7	70-74	F	0.0	00-49

EVALUATIONS:

Adventure Learning Project	25%	September 30
Paper Outline with Sources	20%	October 21
Presentation	25%	As scheduled in class for November
Research Paper	30%	Due the week that final exams are scheduled

STUDENT RESPONSIBILITIES:

The assigned readings and exercises for each class should be completed before attending that class, except for the first class. Attendance at all sessions is required and is critical to the student's success in the course. If you find yourself having difficulty in this course, please contact the instructor immediately for assistance. If you simply want more discussion with the instructor about any aspect of the course, please visit my office during office hours or at a more convenient pre-arranged time.

It is expected that all students will display a professional attitude and behavior in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.

Also, please ensure that you are familiar with using Moodle:

GPRC Moodle go to: <https://moodle.gprc.ab.ca/my/>

Native Studies 1000 title in Moodle is: NT1000_A2_F16

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

COURSE SCHEDULE/TENTATIVE TIMELINE:

<p>Week 1</p>	<p>Course Outline Review & Intro to Moodle Site with Glossary</p> <p>A.J. Barker. (2010). From Adversaries to Allies: Forging Respectful Alliances Between Indigenous & Settler Peoples. In, L. Davis (Ed.), In, <i>Alliances: Re/Envisioning Indigenous –non-Indigenous Relationships</i>. (pp. 316-333). Toronto: University of Toronto Press.</p> <p>Battell-Lowman, E. (2007). Decolonization and the Teaching of Indigenous-Settler Relations. Western Social Sciences Association Annual Conference, Calgary, AB.</p>	
<p>Week 2</p>	<p>Smith, L.T. (2012). Research on Indigenous Lands. In, <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. (2nd ed.). New York, NY: Zed Books Ltd.</p> <p>Chapters Prologue-Chapter5 of Graphic Novel Whetung, Estrella R. (2010). <i>Biidaaban: The Aim is Liberation</i>. (Supplemental)</p> <p>Kovach, M. (2009). Applying a decolonizing lens within Indigenous research frameworks. In, <i>Indigenous methodologies: characteristics, conversations and contexts</i>. Toronto: University of Toronto Press.</p>	<p>*September 10 11-3 Indigenous Reality Tour - Changing the Landscape of Academia</p>
<p>Week 3</p>	<p>Battell Lowman, E. (2011). Review of 'Research Is Ceremony: Indigenous Research Methods' by Shawn Wilson. Retrieve from, http://sociologicalimagination.org/archives/2513</p> <p>Wilson, S. (2008). On the Research Journey. In, <i>Research is ceremony: Indigenous research methods</i>. Black Point, NS, Fernwood Publishing.</p> <p>Chapters 6-8 of Graphic Novel Whetung, Estrella R. (2010). <i>Biidaaban: The Aim is Liberation</i>. (Supplemental)</p>	
<p>Week 4</p>	<p>All Chapters that follow are within the text <i>Settler: identity and colonialism in 21st Century Canada</i>.</p> <p>Chapter: Why Say Settler?</p>	<p>*September 22 11-2 Land Based Tour at Kleskun Hills - Dunne</p>

	Chapter: Canada and Settler Colonialism. Chapters 9-Epilogue of Graphic Novel Whetung, Estrella R. (2010). <i>Biidaaban: The Aim is Liberation</i> . (Supplemental)	Zaa Relationship to the Territory
Week 5	Chapter: It's Always All About the Land Chapter: Decolonization and Dangerous Freedom	Adventure Learning Project Due
Week 6	All chapters that follow are within the text <i>Wasase: indigenous pathways of action and freedom</i> . Chapter: Paths of Least Resistance by T. Alfred Chapter: Ethics of Courage by T. Alfred	
Week 7	Chapter: Regardless of the Consequences by T. Alfred Chapter: Sacred Protectors by T. Alfred	
Week 8	Chapter: Imperial Arrogances by T. Alfred Chapter: The Other Side of Fear by T. Alfred	
Week 9	Chapter: Spaces We Occupy by T. Alfred Chapter: My Grandmother, She Raised Me Up Again by T. Alfred	Paper Outline Due
Week 10	Chapter: Liberatory Fantasies by T. Alfred Chapter: The Great Law of Change by T. Alfred	
Week 11	Chapter: Old Roots into the Earth by T. Alfred Chapter: Vigilant Consciousness by T. Alfred	
Week 12	Snelgrove, C., Dhamoon, R. & Corntassel, J. (2014). Unsettling settler colonialism: The discourse and politics of settlers, and solidarity with Indigenous nations. Retrieve from, http://decolonization.org/index.php/des/article/view/21166 Stephanie Irlbacher-Fox. (2014). Traditional knowledge, co-existence and co-resistance. Retrieve from, http://decolonization.org/index.php/des/article/view/22236	
Week 13	Gaudry, A. (2011). Insurgent Research. <i>Wicazo Sa Review</i> , 26(1), 113-136.	

	Smith, G.H. (2000). Protecting and Respecting Indigenous Knowledge. In M. Battiste. (Ed.), <i>Reclaiming Indigenous Voice & Vision</i> . (pp. 209-224). Vancouver, BC: UBC Press.	
Week 14		Research Paper due on date of final exam (in lieu of final exam-but due on the scheduled date) Final Exams dates are Scheduled by the Registrar Office

Additional Information

1. For those in the Grande Prairie area you are encouraged to participate in GPRC On-Campus Friendship Center and GP Friendship Center events and ceremonies that also happen outside of our scheduled activities. As these are made known to me I will give you information in class and post in our NT 1000 Moodle site.
2. The nature and topics of your assignments will discussed.
3. It is your responsibility to read each and every chapter and assigned reading (if any) and attend all required face to face/land-based learning course components.
4. Video sources may cover topics and include materials that are not covered by your readings. It is therefore imperative that you review all readings and videos and engage in all required course activities.
5. It is expected that students will display a professional attitude and behavior. Any violation or misconduct may result in dismissal from the class. Furthermore, this course includes participating in Indigenous learning events and possible ceremonies. If at any time you are uncertain, need more information, please do not hesitate to connect with me in person or schedule a time over the phone. Discuss the various options to demonstrate learning for the class assignments with me if you are uncertain.
6. Talk to me if you have concerns or you are experiencing difficulties that may have negative impact on your academic performance.