



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2016

NT1000 (A3): Introduction to Native Studies – 3 (3-0-0) 45 Hours

INSTRUCTOR: Kirsten Mikkelsen **PHONE:** 780-539-2889
OFFICE: C-303 **E-MAIL:** KMikkelsen@gprc.ab.ca
OFFICE HOURS: TBA

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.

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 *Biidaaban: The Aim is Liberation* (Unpublished master's project).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

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) VIDEO SERIES ONLINE:

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:

This course introduces the discipline of Native Studies and the research and writing skills necessary for success in an academic environment. Through lectures, case studies and discussion of selected readings, the class examines and evaluate the interaction between European and native peoples in the light of the policies, interests and objectives of both native and newcomer groups. The course places special emphasis on past and present native peoples striving to direct their destiny in the fact of European incursion.

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

DELIVERY MODE(S): Lectures, Discussions, & 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:

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| Paper Outline with Sources` | 20% |
| Book Review | 25% |
| Presentation | 25% |
| 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_W16

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

<http://www.gprc.ab.ca/about/administration/policies/>

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

Instructors reserve the right to use electronic plagiarism detection services on written assignments.

Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.

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

COURSE SCHEDULE/TENTATIVE TIMELINE:

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| <p>Week 1</p> | <p>Course Outline Review & Intro to Moodle Site with Glossary</p> <p>Prologue –Chapter 2 of Graphic Novel Whetung, Estrella R. (2010). <i>Biidaaban: The Aim is Liberation</i>.</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 3-5 of Graphic Novel Whetung, Estrella R. (2010). <i>Biidaaban: The Aim is Liberation</i></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>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> | |

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| | <p>Chapters 6-8 of Graphic Novel</p> <p>Whetung, Estrella R. (2010). <i>Biidaaban: The Aim is Liberation</i></p> <p>Wilson, S. (2008). On the Research Journey. In, <i>Research is ceremony: Indigenous research methods</i>. Black Point, NS, Fernwood Publishing.</p> | |
| Week 4 | <p>Chapters 9-Epilogue of Graphic Novel</p> <p>Whetung, Estrella R. (2010). <i>Biidaaban: The Aim is Liberation</i></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>Chapter: Canada and Settler Colonialism.</p> | |
| Week 5 | <p>Chapter: It's Always All About the Land</p> <p>Chapter: Decolonization and Dangerous Freedom</p> | |
| Week 6 | <p>All chapters that follow are within the text <i>Wasase: indigenous pathways of action and freedom</i>.</p> <p>Chapter: Paths of Least Resistance by T. Alfred</p> <p>Chapter: Ethics of Courage by T. Alfred</p> | Outline Due |
| Week 7 | <p>Chapter: Regardless of the Consequences by T. Alfred</p> <p>Chapter: Sacred Protectors by T. Alfred</p> | |
| Week 8 | <p>Chapter: Imperial Arrogances by T. Alfred</p> <p>Chapter: The Other Side of Fear by T. Alfred</p> | |
| Week 9 | <p>Chapter: Spaces We Occupy by T. Alfred</p> <p>Chapter: My Grandmother, She Raised Me Up Again by T. Alfred</p> | |
| Week 10 | <p>Chapter: Liberatory Fantasies by T. Alfred</p> <p>Chapter: The Great Law of Change by T. Alfred</p> | Book Review Drafts and Library Writing Lab |
| Week 11 | <p>Chapter: Old Roots into the Earth by T. Alfred</p> <p>Chapter: Vigilant Consciousness by T. Alfred</p> | Book Review Due |
| Week 12 | Snelgrove, C., Dhamoon, R. & Corntassel, J. (2014). | |

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| | <p>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</p> <p>Stephanie Irlbacher-Fox. (2014). Traditional knowledge, co-existence and co-resistance. Retrieve from, http://decolonization.org/index.php/des/article/view/22236</p> | |
| Week 13 | Gaudry, A. (2011). Insurgent Research. <i>Wicazo Sa Review</i> , 26(1), 113-136. | |
| Week 14 | 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. | <p>Research Paper due on date of final exam (in lieu of final exam-but due on the scheduled date)</p> <p>Final Exams dates are Scheduled by the Registrar Office</p> |

Additional Information

1. The nature and topics of your written paper will discussed in class
2. It is your responsibility to read each and every chapter and assigned reading (if any) and attend all classes.
3. Lectures will not always cover material in your chapters. Lectures may cover topics and include materials that are not covered by your textbook. It is therefore imperative that you attend every class.
6. It is expected that students will display a professional attitude and behavior. These attitudes and behaviors are many and will be discussed in class. Any violation or misconduct may result in dismissal from the class.
7. Talk to me if you have concerns or you are experiencing difficulties that may have negative impact on your academic performance.