



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE – WINTER 2017**

**NT1000 (A3): Research & Writing in context of Indigenous & Settler Relations – 3  
(3-0-0) 45 Hours for 15 Weeks**

**INSTRUCTOR:** Kirsten Mikkelsen                      **PHONE:** 780-539-2889  
**OFFICE:** C-303    **E-MAIL:** KMikkelsen@gprc.ab.ca  
**OFFICE HOURS:** Monday 5:30-8:30. p.m. and by appointment

**CALENDAR DESCRIPTION:**

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

**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 21<sup>st</sup> 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 *Biidaaban: The Aim is Liberation* (Unpublished master's project).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>

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

**COURSE 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

**\*Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferralberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

\*\* 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.**

### EVALUATIONS:

Paper Outline with Sources	20% February 8
Presentation	25% As scheduled in class for February/March
Adventure Learning Project	25% March 29
Research Paper	30% Due the week that final exams are scheduled

### GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

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

### COURSE SCHEDULE/TENTATIVE TIMELINE:

Week 1	<p>Course Outline Review &amp; Intro to Moodle Site with Glossary</p> <p>A.J. Barker. (2010). From Adversaries to Allies: Forging Respectful Alliances Between Indigenous &amp; 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>	
Week 2	<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>	

	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.	
Week 3	Battell Lowman, E. (2011). Review of 'Research Is Ceremony: Indigenous Research Methods' by Shawn Wilson. Retrieve from, <a href="http://sociologicalimagination.org/archives/2513">http://sociologicalimagination.org/archives/2513</a>  Wilson, S. (2008). On the Research Journey. In, <i>Research is ceremony: Indigenous research methods</i> . Black Point, NS, Fernwood Publishing.	
Week 4	All Chapters that follow are within the text <i>Settler: identity and colonialism in 21<sup>st</sup> Century Canada</i> .  Chapter: Why Say Settler?  Chapter: Canada and Settler Colonialism.	
Week 5	Chapter: It's Always All About the Land  Chapter: Decolonization and Dangerous Freedom	
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	
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	<p>Snelgrove, C., Dhamoon, R. &amp; Cornassel, J. (2014). Unsettling settler colonialism: The discourse and politics of settlers, and solidarity with Indigenous nations. Retrieve from, <a href="http://decolonization.org/index.php/des/article/view/21166">http://decolonization.org/index.php/des/article/view/21166</a></p> <p>Stephanie Irlbacher-Fox. (2014). Traditional knowledge, co-existence and co-resistance. Retrieve from, <a href="http://decolonization.org/index.php/des/article/view/22236">http://decolonization.org/index.php/des/article/view/22236</a></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 &amp; Vision</i> . (pp. 209-224). Vancouver, BC: UBC Press.	<p><b>Research Paper due on date of final exam (in lieu of final exam-but due on the scheduled date)</b></p> <p>Final Exams dates are Scheduled by the Registrar Office</p>

### 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

Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

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.

### **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 be 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 a negative impact on your academic performance.