

DEPARTMENT Humanities and Social Sciences

COURSE OUTLINE – Winter 2024

NT3630(A3): Aboriginal Women in History – 3 (3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR:	Darlene Horseman	PHONE:	780-539-2889
OFFICE:	C303	E-MAIL:	dhorseman@nwpolytech.ca
OFFICE HOURS:			

CALENDAR DESCRIPTION:

An interdisciplinary approach to understanding historical and contemporary experiences of Aboriginal women. Examines the ways in which Aboriginal women have resisted and been shaped by colonialism and other contemporary racialized gendered practices through an exploration of community, race, gender, sexuality, identity, representation, and activism. The course also considers the ways in which Indigenous knowledge shape alternative ways of conceptualizing and politicizing history, identity, place, self-determination, land rights, resources and wellbeing.

PREREQUISITE(S)/COREQUISITE: Complete 1 of the following

3 credits of Native Studies

Permission of the instructor

REQUIRED TEXT/RESOURCE MATERIALS:

Voyageur, C. (2008). *Firekeepers of the Twenty-First Century: First Nations Women Chiefs*. Montreal, Quebec: McGill-Queen's University Press.

Jamieson, K. (1978). *Indian Women and the Law in Canada: Citizens Minus*. Canada: Minister of Supply and Services Canada.

Anderson, K. (2011). *Life Stages and Native Women*. Winnipeg, Manitoba. University of Manitoba Press.

Anderson, Kim. *A Recognition of Being: Reconstructing Native Womanhood*. Toronto: Sumach, 2000.

Campbell, Maria. *Halfbreed*. Halifax: Goodread Biographies, 1983.

Deloria, Ella. *Waterlily*. Lincoln: University of Nebraska Press, 1988.

Evans, Augusta. *Days of Augusta*, edited by Jean Speare. Vancouver: Douglas and McIntyre, 1992.

Goulding, Warren. *Just Another Indian: A Serial Killer and Canada's Indifference*. Saskatoon, SK: Fifth House, 2001.

DELIVERY MODE(S): On-Campus and Synchronous (Video-Conferencing)

COURSE OBJECTIVES:

- Identify historical and contemporary experiences of Indigenous women.
- Examine the ways in which Indigenous women have resisted and been shaped by colonialism and other contemporary racialized gendered practices through an exploration of community, race, gender, sexuality, identity, representation, and activism
- Provide analysis of Indigenous women in history within the laws of Canada
- Identify the impact of colonialism on Indigenous women resulting from gender inequalities.
- Provide the emerging understanding of current issues affecting Indigenous women through assignments that reflect contemporary perspectives in Indigenous Studies
- Apply knowledge of Indigenous scholars' teachings and ceremonial life in revitalizing Indigenous women in their rightful place in Indigenous communities.

LEARNING OUTCOMES:

- Examine the required readings and videos for each week and learn to expand their insights and also challenge perspectives regarding Indigenous women on contemporary Indigenous issues.
- Recognize the various local, provincial and national organizations that represent Indigenous women.
- Identify a complex array of factors that influence the gender inequalities within Canada.
- Apply critical analysis of the impact of colonialism on Indigenous women.
- Demonstrate critical thinking through the comparison of key concepts in Indigenous women's issues, such as nationhood, self-determination, sustainable self-determination, self-conscious traditionalism, and leadership.
- Identify various Indigenous responses to colonial domination through the movements by Indigenous women in Canada.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** 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:

Short Essay	15%
2 Critical Analyses (15% each)	30%
Presentation	10%
Research Essay	35%
Participation	10%
Total	100%

Short Essay (15%):

Students will write a short essay on Indigenous and Settler relations regarding gender inequalities pertaining to Indigenous women in Canada. Paper will be a minimum of 750 words and a maximum of 1500 words (title and reference pages are not included in the word count). Must reference using a credited reference style, ie, APA, MLA, Chigaco, etc...

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2 Critical Analyses (15% each):

Students will take required readings and summarize the readings and establish what each reading is focusing on and how it applies to the course content. Each reading and how it applies to the course will be critically analyzed. Students will be graded on structure, content, grammar, spelling and effort applied analyzing each reading.

Presentation (10%):

Students will create a presentation on an Indigenous group or topic in relation to Indigenous women. It must identify the Indigenous issue or topic researched and explanation of why topic was chosen and how it relates to Indigenous and Settler Relations. Presentation must be presented using technology, ie, power point presentation, video, slideshow, movie maker, my story or other computer sources.

Students will be given 20 mins from start to finish for presentation. This time will include introduction and time for questions at the end. Students will be graded on time management as well as content.

Research Essay (35%):

Students will write a research paper on a topic regarding Indigenous women in Canadian history. Topic must be between Indigenous and Settler relations and must be a different issue than any previous topics in relation to essay or presentation already submitted in this class. Essay must be between 6-8 pages in length, not including title or reference pages. Must reference using a credited reference style, ie, APA, MLA, Chicago, etc... A minimum of 5 references will be used and they must have 3 different sources, ie, magazine, book, journal, article, online source, etc...

Participation (10%):

Attendance will be taken for each class and students will be expected to engage in class discussions to expect the full participation mark.

GRADING CRITERIA:

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

Grading Chart

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	67-69
A	4.0	85-94		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week 1	Course Outline & Introductions and Brief Description of Indigenous Women in History.	
Week 2	Voyageur, C. (2008). <i>Firekeepers of the Twenty-First Century: First Nations Women Chiefs</i> . Montreal, Quebec: McGill-Queen's University Press.	
Week 3	Voyageur, C. (2008). <i>Firekeepers of the Twenty-First Century: First Nations Women Chiefs</i> . Montreal, Quebec: McGill-Queen's University Press.	
Week 4	Jamieson, K. (1978). <i>Indian Women and the Law in Canada: Citizens Minus</i> . Canada: Minister of Supply and Services Canada.	
Week 5	Jamieson, K. (1978). <i>Indian Women and the Law in Canada: Citizens Minus</i> . Canada: Minister of Supply and Services Canada.	
Week 6	Anderson, K. (2011). <i>Life Stages and Native Women</i> . Winnipeg, Manitoba. University of Manitoba Press.	
Week 7	Anderson, K. (2011). <i>Life Stages and Native Women</i> . Winnipeg, Manitoba. University of Manitoba Press.	
Week 8	Anderson, Kim. <i>A Recognition of Being: Reconstructing Native Womanhood</i> . Toronto: Sumach, 2000.	
Week 9	Anderson, Kim. <i>A Recognition of Being: Reconstructing Native Womanhood</i> . Toronto: Sumach, 2000.	
Week 10	Campbell, Maria. <i>Halfbreed</i> . Halifax: Goodread Biographies, 1983.	
Week 11	Deloria, Ella. <i>Waterlily</i> . Lincoln: University of Nebraska Press, 1988.	
Week 12	Evans, Augusta. <i>Days of Augusta</i> , edited by Jean Speare. Vancouver: Douglas and McIntyre, 1992.	
Week 13	Goulding, Warren. <i>Just Another Indian: A Serial Killer and Canada's Indifference</i> . Saskatoon, SK: Fifth House, 2001.	
Week 14	Goulding, Warren. <i>Just Another Indian: A Serial Killer and Canada's Indifference</i> . Saskatoon, SK: Fifth House, 2001.	
Week 15		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

STUDENT RESPONSIBILITIES:

Please view the file: [NWP Policies | Northwestern Polytechnic \(nwpolytech.ca\)](http://www.nwpolytech.ca)

In order for you as a student of NWPolytechnic and in this course to ensure your own success, it is important that you:

- Complete all of the assigned course materials and the exercises within the module during the weeks assigned in the course schedule.
- In case of illness or emergency, that you notify the instructor as soon as possible.
- If you find yourself having difficulty in this course, that you contact the instructor immediately for assistance.
- If you simply want more discussion with the instructor about any aspect of the course, you should arrange via email an appointment during office hours or at a convenient time. This can be in person or by telephone for those studying via distance education.

It is expected that all students will display a professional attitude and behavior throughout the course. This includes reliability, respect for and cooperation with your fellow students and the instructor, guest speakers, and community-engaged/land-based components. In addition attention to fellow students' questions and instructor's responses, determination to achieve first-class work while meeting deadlines, and constructive response to criticism are all important to your success.

Also, please ensure that you are familiar with using D2L: <http://www.nwpolytech.ca/d2l/home>

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

****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 the Oncampus Friendship center events and ceremonies that happen outside of our scheduled activities.
2. The nature and topics of your assignments will be discussed.
3. It is your responsibility to read each and every assigned reading 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 possibly ceremonies. If at any time you are uncertain or 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. Please talk to me if you have concerns or you are experiencing difficulties that may have negative impact on your academic performance.