

**Anthropology 355 Lec 01  
Indigenous Peoples in Canada  
Fall 2021**

<b>Section</b>	<b>Days</b>	<b>Time</b>	<b>Location</b>
LEC 01	T/TH	15:30-16:45	MFH 164

<b>Instructor:</b> Dr. Dan Houser	<b>Office:</b> ES602J
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**Contact Information**

**Note** - *The best way to contact me is through email. You can expect an email response within 1-day during the week. I typically do not respond to emails on weekends.*

Greetings, and welcome to Anthropology 355!

I want to acknowledge here that the University of Calgary is situated on the traditional Blackfoot place name "Mohkinstsis". I respectfully note here the traditional territories of the Blackfoot and Treaty 7 peoples of Southern Alberta, including the Siksika, Piikani, Kainai, Tsuut'ina, and Stoney Nakoda First Nations, including Chiniki, Bearspaw, and Wesley First Nation. The City of Calgary is also home to Métis Nation of Alberta, Region III.

I also wish to acknowledge my personal debt to a number of persons, including Elders and scholars, who have contributed their time and teachings for use in this course. In particular, I acknowledge Dr. Jennifer Leason, of the Department of Anthropology and Archaeology at the University of Calgary, for her mentorship, guidance, and permission to utilize course materials for all our benefit.

**Your Instructor**

My name is Dan Houser, and I am pleased to take this collaborative journey with you. I attended the University of Calgary as both an undergraduate and graduate student. I work as an applied anthropologist, and for over a decade, have been studying Canada's oil and gas industry and how it interacts with the people, communities, and Indigenous groups that service, support, and are impacted by it. For the past several years, I have worked as a private and corporate consultant in a variety of industries in Alberta, and this time has increased my own awareness of the effects of development on Indigenous peoples. I continue to consider how the pursuit of extractive resources and the political policies that enable these pursuits affect Indigenous voices, way of knowing, and sovereignty.

**Official Course Description (from the calendar)**

A critical overview of the historical, social, political, economic, environmental, and cultural contexts related to health, justice, education, gender, traditional practices, and identity of Indigenous Peoples, Nations, cultures, and organizations across Canada.

**Prerequisites**

The prerequisite for this course is Anthropology 203.

**Course Overview**

The course seeks to introduce learners to Indigenous epistemologies and pedagogy, as an introduction to Indigenous studies in Canada. It will focus on the richness and diversity of Indigenous cultures, peoples, and Nations in Canada. Following an in-depth overview of Indigenous peoples in Canada, students will engage in a

project-based learning exercise to strengthen their understanding of treaties, Indigenous groups, communities, Nations, historical and cultural practices, and Indigenous current events across Canada.

The course will be split into two parts: the first 8 weeks will focus on exploring the history, perspectives, and experiences of Indigenous peoples in Canada. The second part of the course will showcase the collaborative group work that students undertake, including presenting it online to all of us, and engaging in discussion of learnings and understandings.

Students will be assigned to one of ten groups and will collaborate in creating a collective report and delivering a classroom presentation/discussion on their assigned community group. Each group will include a description of who (band, nation, demographics); what (cultures, languages, art); where (geographic region, environment, community connection to place/land); when (key historical or contemporary events); why (contemporary affairs); and how (political, social, and kinship organization, women/gender perspectives).

### **Course Objectives**

Upon completing the course, students should be able to:

- 1) Outline and discuss Indigenous peoples' and history with a focus on the diversity and complexity of Indigenous cultures, peoples, and Nations in Canada
- 2) Discuss, in informed ways, Indigenous Nations: who (band, nation, demographics, and population); what (culture(s), language(s)), art; where (geographic region, environment, community location, and connection to place/land); when (key historical and/or contemporary events); why (contemporary affairs); and how (political, social, and kinship organization, women/gender perspectives)
- 3) Conduct research and compile information and research into a group presentation and written report
- 4) Work collaboratively as a community of learners to co-create and share a summary of the research with classmates
- 5) Present information and ideas through online public speaking, engaging in, and leading class discussions

### **Required Texts and Readings**

Belanger, Yale, D. (2018). *Ways of Knowing: An Introduction to Native Studies in Canada*. 3<sup>rd</sup> Edition. Nelson EDU.

### **Some Recommended Readings**

Campbell, Maria. 1973. *Halfbreed*. McClelland & Stewart.

Davis, Wade. 2009. *The Wayfinders: Why Ancient Wisdom Matters in the Modern World*. CBC Massey Lectures Series. House of Anansi Press Inc.

Joseph, Bob. 2018. *21 Things You may not Know about the Indian Act: Helping Canadians make Reconciliation with Indigenous People a Reality*. Indigenous Relations Press.

King, Thomas. 2013. *The Inconvenient Indian: A Curious Account of Native People in North America*. Anchor Canada.

Maracle, Lee. 2017. *My Conversations with Canadians*. Book\*hug Press.

Regan, Paulette. 2011. *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada*. UBC Press.

Saul, John Ralston. 2008. *A Fair Country: Telling Truths about Canada*. Penguin Canada.

Tagak, Tanya. 2018. *Split Tooth*. Penguin Random House: Penguin Canada.

Talaga, Tanya. 2018. *All Our Relations: Finding the Path Forward*. CBC Massey Lectures Series. House of Anansi Press Inc.

Thistle, Jesse. 2019. *From the Ashes: My Story of Being Métis, Homeless, and Finding My Way*. Simon & Schuster.

Truth and Reconciliation Commission of Canada: *Calls to Action*. 2015. Available at: [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf).

Links to additional course readings will be made available on D2L.

## Supplementary Fees

Supplemental fees are not applicable for this course.

**Project Based Learning** is a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

- **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, collaboration, and self-management.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives.

**Student Voice & Choice** - Students make decisions about the project, including how they work and what they create.

- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles, and how to overcome them.
- **Critique & Revision** - Students give, receive, and use feedback to improve their process and learning.
- **Public Product** - Students make their project work public by explaining, displaying, and/or presenting it to people beyond the classroom.

## Grade Weighting

Details regarding assignment descriptions and weighting are contained in the table below. It is not essential to pass all components of the course in order to pass it as a whole.

Please note: There are no midterm exams for this course. There will not be a registrar-scheduled final exam for the course. The final exam for the course is to be completed at home and submitted to the instructor.

Percentage	Description	Overview/ Options
10%	Reflection 1 - to establish your baseline knowledge, awareness, and understanding of historical and contemporary Indigenous peoples, practices, and culture in Canada	<ul style="list-style-type: none"><li>- 1 written page or a 1-minute video</li><li>- Should include things like:<ul style="list-style-type: none"><li>o Brief family and historical background</li><li>o Current understanding of Indigenous issues</li><li>o What you hope to ‘get’ out of the class</li></ul></li><li>- Details to be discussed in class/on D2L</li><li>- Due: <b>September 10<sup>th</sup>, by midnight</b></li></ul>
15%	Reflection 2 – should detail your increasing knowledge and understanding of historical and contemporary Indigenous peoples, practices, and culture in Canada	<ul style="list-style-type: none"><li>- 2 written pages or a 2-minute video</li><li>- Should include:<ul style="list-style-type: none"><li>o Discussion of increasing awareness/questioning of your understanding and positionality</li><li>o Emergence of particular areas, histories, or topics of interest as related to Indigenous peoples in Canada</li></ul></li><li>- Details to be discussed in-class/on D2L</li><li>- Due: <b>October 8<sup>th</sup>, by midnight</b></li></ul>

20%	Short paper – 4-5-page discussion paper focused on a historical or current event within Canada that highlights the need for continued reconciliation efforts	<ul style="list-style-type: none"> <li>- Example topics: <ul style="list-style-type: none"> <li>o MMIW and the Highway of Tears</li> <li>o Treaty histories</li> <li>o Mi'kmaq fishing rights in Nova Scotia</li> <li>o Pipeline protests</li> <li>o First Nations University of Canada</li> </ul> </li> <li>- Details to be discussed in-class/on D2L</li> <li>- Due: <b>October 22<sup>nd</sup>, by midnight</b></li> </ul>
40%	Collaborative project – written report & presentations	<ul style="list-style-type: none"> <li>- Details will be provided in-class and on D2L</li> <li>- Assignment to groups and roundtable discussion will take place in-class on Sept 16<sup>th</sup></li> <li>- Presentation portion: value of 20%, graded individually</li> <li>- Group report: value of 20%, graded as a group effort</li> </ul>
15%	Final Exam – written reflection on your personal journey through the course and contents	<ul style="list-style-type: none"> <li>- Final exam details will be provided in-class and on D2L</li> <li>- Due: <b>December 15<sup>th</sup>, by midnight</b></li> </ul>

### Grading System

The Department of Anthropology and Archaeology uses the following grading system:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80 – 84.9%	C	63 – 66.9%	F	< 50%

### Term Project Expectations

Group work is a common student experience and one that can be accompanied with anxiety. I am hopeful that with guidance, a clear set of expectations, and good communication, your experience of group work can be an opportunity to explore new ideas, firm them up collaboratively, and then share this new knowledge with your classmates and myself.

#### The Project:

The term project is comprised of two components – a written report and an online presentation – to be undertaken collaboratively. This means you will need to work closely with your group members. I suggest doing this early and often. I understand it can be tempting to procrastinate, but to do the group work well and with a good heart, it is vital to connect early with your group members and to collaborate with them regularly. Book group work sessions, and spend time voicing ideas, having discussions, and engaging each other in the project.

#### The Presentation:

The structure of your group presentation is entirely up to you. You can use platforms such as PowerPoint, but do not feel as though that is the 'right' method – we will all benefit from your creativity and passion, so I encourage using formats/platforms that best support this. As an example, you could make a short film that features actors discussing the information that you want to present to the class. Or, you could form a round-table panel presentation by topic, such as might be seen at a conference. Let your imagination guide you.

Things I will look for in your presentations:

- Demonstration of understanding and interpretation of the resources presented over the semester (things like class discussion, activities, readings, literature, films, guest speakers, and so on)
- Evidence of original thought and ideas
- Clarity of presentation and material
- Creativity

#### The Written Report:

Your report will need to contain the same sorts of information that you share with the class, but organized into a structured, readable fashion. It is important to note that a report is not exactly like a term paper, but there should be similarities. Your report should clearly introduce and define the topic(s) of discussion and include reference to a general thesis (the position you take and how you support it) to be developed or argued. It should be clear from the introduction what will be discussed, what the main sub-topics are, and the author's position.

A good report will showcase creative ideas and new thoughts and show evidence of careful analysis. An excellent report will do this and may also be provocative, while still showing evidence of thoughtfulness and potential application (meaning the ideas/material discussed can be moved out into the world, to support Indigenous peoples in tangible ways).

Things I will look for in your written report:

- Organization and presentation - all parts of the report (including introduction, body and conclusion, paragraphs, ideas, concepts, and arguments) should follow logically and coherently
- Consistent format (AAA style is usual in anthropology, but you may choose the style you are most familiar with - <https://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044>)
- Grammatical, vocabulary, and other structural issues should be minimized

#### **Short Paper Expectations**

Expectations for the short paper written this semester are similar to those outlined above for the written report part of the term project.

Requirements:

- Papers must be between 4-5 pages in length, double-spaced, in a readable font (preferably sans-serif)
- Papers must include **a minimum** of 5 academic references
- Employ a style that suits you – APA, MLA, AAA, etc., just be sure to use it consistently

Specifically:

- Papers should provide an initial definition of the topic and a statement of general thesis to be developed or argued. The introduction should clearly indicate what the focus of the paper is, what the main sub-topics are, and the author's position.
- The paper should be well-organized and presented. This means that all parts of it (including introduction, body, paragraphs, conclusion, ideas, concepts, and arguments) should be arranged into a coherent whole. The paper should also be consistently formatted (see AAA link above). Grammar, vocabulary issues, and typos should be minimized. Proofreading your work aloud can help with this.
- The paper should also show understanding and interpretation of resources (drawing on class discussions, activities, readings, literature, videos, guest speakers, and so on). It should be clear that what is written is well-researched and that the author's positions are reasonable and well-articulated.

- A great paper marries all of the above and includes things like creative elements, thoughtfully presented. An excellent paper does all these things *and* manages to be thought-provoking, while contributing new and original ideas, ones that could potentially support Indigenous aims in Canada.

### Missed and Late Submission of Work

I understand that life happens: things come up. If you find yourself unable to meet an assignment deadline, or you miss one entirely, it is imperative that you contact me as soon as possible so that we can devise an appropriate solution. I will work with you to do so – but you need to connect with me.

My policies regarding late work:

- Penalties for work submitted late accrue at 2.5% per day
- No work will be accepted for grading after a period of 10 days past the due date, unless arrangements or accommodations are made with the instructor

### Tentative Course Outline (likely to evolve!)

Date	Topic	Reading	Presenter
<b>Week One</b>			
Sept 7 <sup>th</sup>	-Land Acknowledgement, introductions -Overview of course, expectations -Ways of Knowing Stories, beginnings Relations	-Syllabus -D2L -Belanger (2017) Chapters 1&2	Houser
Sept 9 <sup>th</sup>	-Indigenous Science -Matriarchal teachings	Readings TBA	Houser
<b>Reflection #1 Due – Sept 10<sup>th</sup></b>			
<b>Week Two</b>			
Sep 14 <sup>th</sup>	-Treaties & Unceded Traditional Territories -First Nations	Chapter 4	Houser
Sept 16 <sup>th</sup>	-The Indian Act and Indian Affairs in Canada --Assignment to groups -Assignment to Provinces -Group Treaty: list 3 commitments -How will you work together? -How will you communicate?	-Chapter 5 -Kirkness & Barnhardt (2001). First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility.	Houser
<b>Week Three</b>			
Sept 21 <sup>st</sup>	-The Métis -Métis Stories	Chapter 6	Houser
Sept 23 <sup>rd</sup>	The Inuit and Nunavut	Chapter 7; other readings TBA Film – Atanarjuat, the Fast Runner	Houser
<b>Week Four</b>			
Sept 28 <sup>th</sup>	The Inuit and Nunavut	Film – Atanarjuat, the Fast Runner -Art and protest	Houser

		-Tanya Tagak	
<b>Week Five</b>			
Oct 5 <sup>th</sup>	Collaborative in-class prep-time for group presentations		
Oct 7 <sup>th</sup>	-Reconciliation to Reconcili-ACTION -Reconciliation exercise		
<b>Reflection #2 Due – Oct 8<sup>th</sup></b>			
Oct 12 <sup>th</sup>	Guest speaker - TBD		
Oct 14 <sup>th</sup>	Political organizing in Canada	Chapter 9	Houser
<b>Week Seven</b>			
Oct 19 <sup>th</sup>	Political Organizing in Canada	Chapter 9	Houser
Oct 21 <sup>st</sup>	Self-Government	Chapter 11	Houser
<b>Short Paper Due – Oct 22<sup>nd</sup></b>			
Oct 26 <sup>th</sup>	Collaborative in-class prep-time for group presentations		
<b>Presentations</b>			
Oct 28 <sup>th</sup>	NFLD, Labrador/ NS/NB/Halifax	Group 1	<b>Presentation - value of 20 % (graded individually)</b>
Nov 2 <sup>nd</sup>	Québec	Group 2	
Nov 4 <sup>th</sup>	Ontario	Group 3	
<b>Nov 7<sup>th</sup> – 13<sup>th</sup>, Term Break</b>			
Nov 16 <sup>th</sup>	Manitoba	Group 4	
Nov 18 <sup>th</sup>	Saskatchewan	Group 5	
Nov 23 <sup>rd</sup>	Alberta	Group 6	
Nov 25 <sup>th</sup>	British Columbia	Group 7	
Nov 30 <sup>th</sup>	Yukon	Group 8	
Dec 2 <sup>nd</sup>	Northwest Territories	Group 9	
Dec 7 <sup>th</sup>	Nunavut	Group 10	
<b>Final Week</b>			
Dec 9 <sup>th</sup>	Presentations debrief, course review, and final thoughts		Houser
<b>December 15<sup>th</sup> - 15% Final Exam Due</b>			

### Supplemental Information

#### ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. 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 or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

### **ACADEMIC MISCONDUCT**

“Academic Misconduct” includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT**

Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized 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.

### **SUPPORT AND RESOURCES:**

Please visit the Registrar’s website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office



- Student Union (SU) Information
- Safewalk