

Department of Anthropology and Archaeology
Anthropology 355.01
Ethnographic Survey of Indigenous North America
Department of Anthropology and Archaeology, University of Calgary
Winter 2018

Location: ES654

Time: Tuesday & Thursday 15:30-16:45 PM

Instructor: Dr. Jennifer Leason

Email: Jennifer.leason@ucalgary.ca

Office: ES 752

Office Hours: Tuesday/Thursday 13:00-15:20 PM or by appointment.

Prerequisite – Anthropology 203

Teaching Assistant:

Office:

Tutorial Hours:

BIOGRAPHY

Boozhoo, Way, Greetings. My name is Jennifer Leason and I am a Saulteaux Métis Anishinaabe Kwe and my Indigenous roots are from Duck Bay and Camperville Manitoba. I am a member of the Pine Creek Indian Band, Manitoba and I am grateful to the Treaty seven people for in whose traditional territory we have the privilege to play, work and study. I am passionate about my own Indigenous culture, language and heritage, as well as other Indigenous peoples' ways of knowing and being. I look forward to sharing our semester and journey together.

COURSE OVERVIEW:

Imagine if we could all board a bus that would take us on a journey through time, from time in memorial to the present day. A journey across North America to explore the richness and diversity of Indigenous cultures through multiple perspectives and lenses. The course begins with an introduction to Indigenous epistemologies and pedagogy, including the instructor's teaching philosophy and sharing of the teepee teaching as an introduction to the sacred and spiritual context of Indigenous Nations. A series of two lectures include an overview of Indigenous Nations throughout North America by following in the footsteps of our ancestors, geographic and environmental aspects, cultural areas, ethnography and ethnology, population, territories and boundaries, as well as the role of women, sex and gender.

Through Indigenous pedagogy and a "flipped class room" model, this course engages students in a community and project based learning to explore the richness and diversity of Indigenous peoples, Nations and cultures in North America. Students will be assigned to one of ten groups or community of learners. Each group/ community of learners will collaborate on creating and delivering a classroom presentation/discussion on the ethnography of 1. The arctic; 2. The subarctic; 3. The Plateau; 4. Northwest Coast; 5. Great basin; 6. Southwest; 7. Plains; 8. Woodlands; 9. Mexico; 10. Central America. Each group/ community of learners will include a description of who and where (Geographic Region, Environment, Communities: Band, Nation, etc. Demographics & Population), when (Prehistory: The Paleoindian Period (to ca. 10,000 B.P), The Archaic (ca. 10,000 B.P to contact, Late Farmers and the Contact Period), what (Culture(s), Language(s), Traditional practices, Material Culture & Technology and Religion), how (History of Ethnographic Research, Political Organization, Social Organization, Kinship and Women & Gender) and why (Contemporary Issues: Identities, Health & Well-being, Social Determinants (Education, income, employment, housing, food security, etc.) and Social Movements: Resist, Reclaim. Revive, Rejuvenate).

The second half of the class explores some of the major contemporary issues facing Indigenous communities in North America, including Indigenous identities, historical contexts and colonialism, media and arts

representation, racism, stereotypes and discrimination, community health and wellness, family/kinship, health and education, self-governance and rights. The course concludes with a strength-based approach that explores and celebrates the richness and diversity of Indigenous cultures, language, spirituality and revitalization.

COURSE OBJECTIVES AND INTENDED LEARNING OUTCOMES

Upon completing the course students should be able to:

- 1) **Skill development:** research, writing, compile information/research, presentation/sharing of information and ideas, leadership, public speaking, engaging an audience in a discussion on Indigenous issues.
- 2) **Skill Development:** An ability to work collaboratively through a student directed seminar and engage in conversations about contemporary Indigenous issues in a meaningful and informed way.
- 3) **Content Knowledge:** Enhanced understanding of the diverse historical, social, political, and socio-economic contexts of Indigenous peoples and Nations in North America.
- 4) **Content Knowledge:** Broad understanding of Indigenous Nations: who and where (Geographic Region, Environment, Communities: Band, Nation, etc. Demographics & Population), when (Prehistory: The Paleoindian Period (to ca. 10,000 B.P), The Archaic (ca. 10,000 B.P to contact, Late Farmers and the Contact Period), what (Culture(s), Language(s), Traditional practices, Material Culture & Technology and Religion), how (History of Ethnographic Research, Political Organization, Social Organization, Kinship and Women & Gender) and why (Contemporary Issues: Identities, Health & Well-being, Social Determinants (Education, income, employment, housing, food security, etc.) and Social Movements: Resist, Reclaim, Revive, Rejuvenate).
- 5) **Analysis:** In depth understanding of Indigenous issues related to racism, colonialism and Indigeneity, including a critical, in-depth understanding of contemporary issues within a local and global context, including issues and topics related to identity and gender, land and environment, rights and citizenship, culture, family, kinship and belonging, violence and criminality, poverty and social determinants, health and resistance.
- 6) **Application:** Intercultural understanding, empathy and respect towards Indigenous peoples in North America.

REQUIRED TEXTS & READINGS

Lobo, Susan, Steve Talbot and Traci Morris Carlston, Editors
2016 Native American Voices: a Reader. Routledge.

ADDITIONAL READINGS

Sutton, Mark

2011 An Introduction to Native North America (4th Edition). Taylor and Francis. ISBM-13:978-0205121564

Kirkness, V. J. and R. Barnhardt

2001 First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility. Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations. R. Hayoe and J. Pan. Hong Kong, Comparative Education Research Centre, The University of Hong Kong.
<http://www.ankn.uaf.edu/IEW/winhec/FourRs2ndEd.html>

Truth and Reconciliation Commission of Canada: Calls to Action

2015 http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Links to additional readings will be made available on D2L.

FORMAT OF THE CLASS:

The format of the class is student-directed seminar and is based on a “flipped classroom” model. A flipped classroom is where students are expected to have read the reading PRIOR TO coming to class. Class time is used to further our understanding of the content through participatory learning and application of higher-order thinking.

The reason for the format of a student-directed seminar is based on how we learn (Glasser 1981):

10% of what we READ

20% of what we HEAR

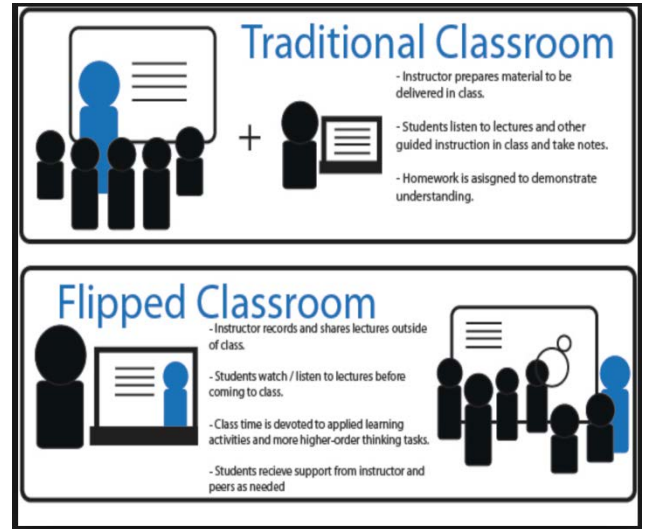
30% of what we SEE

50% of what we SEE and HEAR

70% of what is DISCUSSED with OTHERS

80% of what is EXPERIENCED PERSONALLY

95% of what we TEACH TO SOMEONE ELSE



Project based learning is where students research and prepare an overview or ethnography of an Indigenous population and lead their fellow students in a class-based presentation and discussion on the reading and applicable current events.

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. In our class, the goal is to gain an in-depth understanding of an Indigenous Nation/ population.

- **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 some 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 products.
- **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

COURSE BREAKDOWN OF GRADES:

Percentage	Description	Overview/ Options
5%	5% Reconciliation Patchwork	In the spirit of reconciliation, students are asked to create a 4x4 inch square patch that reflects who they are as individuals, which are then stitched together in the spirit of community or 'the fabric of society and change'.
10%	Participation	2%: Attend each class and engage with others to contribute to group learning and understanding. Come to class prepared, having read the readings in advance. 8%: At the beginning of each week- you are required to send the TA 1-2 sentences, questions, comments, phrases, quotes, thoughts, etc. on the week's readings/ discussions.
25%	Project Based Learning: Individually: Term Paper/ Summary of your portion of the research project	Each group will consist of 5 members each. The group will conduct an ethnographic survey of an Indigenous population/Nation. Each person will take ONE section and research and compile a 10-12-page summary/ report on the following information: <ul style="list-style-type: none"> ➤ Who & Where: demographics, culture, languages, location, land, settlement/reserves, territory ➤ How: social, political and economic organization ➤ What: culture, language, customs/ religion, beliefs, kinship ➤ When: historical overview from pre-contact to today ➤ Why: contemporary strengths and challenges.
10%	Group Submission/ Publication	Compile all individual section of the ethnographic survey into a final comprehensive survey Report. Include: Title page, table of contents, authors biography, bibliography/ references and appendices.
20%	Present the group Ethnographic Survey of Indigenous peoples/Nation	Present and Lead a Presentation <ul style="list-style-type: none"> ➤ Set goals of the presentation (what is the outline of your presentation)? ➤ Preparation: power point or other medium of communication (be creative!) ➤ Includes who, what, where, when and why sections of the project.
10%	Précis	1-2-page summary of the article/reading of your choice. Precise, concise and refined writing exercise.
20%	Final- Date set by U of C	Definitions Fill in the blanks/matching Short Answer/Essay

TERM PAPER/SUMMARY EVALUATION GUIDE:

The following criteria are used to evaluate and grade papers in courses taught by Dr. Jennifer Leason

- i. Introduction: Initial definition of topic and statement of general thesis to be developed or argued. It is clear from the introduction what this essay is about, what the main sub-topics are, and what the author's position is. ___/5
 - ii. Organization and Presentation. Are the parts of this essay (including introduction, body and conclusion, paragraphs, ideas, concepts and arguments) arranged into a coherent whole? Is the essay neat and set out in a consistent (**AAA format**) format. Are there few or no typos or misspelled words? ___/10
 - iii. Understanding and Interpretation of resources (class discussion, activities, readings, literature, videos, guest speakers, etc.). Is it clear that the author writes from a position of knowledge? Does the author know what he or she is talking about? ___/10
 - iv. Creativity and Courage. Does this paper contribute new and original ideas? Is the essay thoughtful and thought provoking? Is there personal potential for application? ___/10
 - v. Overall impression of the essay. The term essay comes from the French word that means to try. As try been put into this work? ___/5
- Total: ___/40 ___% Grade Assigned: ___

GRADING CHART:

A+	100 - 94.9%	B	79.8 - 74.9%	C-	62.8 – 58.9%
A	94.8 - 89.9%	B-	74.8 – 70.9%	D+	58.8 – 54.9%
A-	89.8 - 84.9%	C+	70.8– 66.9%	D	54.8 – 49.9%
B+	84.8 – 79.9%	C	66.8 – 62.9%	F	49.8% and below

DEFERRED EXAMS: A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

ACADEMIC ACCOMMODATIONS <http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

ACADEMIC INTEGRITY: Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources. Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and

entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction): At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!** Website: <http://www.ucalgary.ca/usri/>

Writing Across the Curriculum: Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:
<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act: The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre. The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require. In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs

- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts: arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

Ombudsman`s office: <http://www.ucalgary.ca/ombuds/>

COURSE OUTLINE:

DATE	TOPIC	READING	Presented By
-------------	--------------	----------------	---------------------

Jan 9	Introductions: “WHO is your name” Overview of course & expectations; Teaching Philosophy Project Based Learning: Assignment to groups.		
Jan 11	Setting the Stage: Teepee Teaching Indigenous pedagogy and community based research/learning.	Labos et. al (2016) pages 296-334 Part VII: The Sacerd: Spirituality and Sacred Geography.	
DUE JANUARY 16: Reconciliation Patchwork			
Jan 16	Geography of North America Culture Areas Ethnography & Ethnology Native North America	Sutton, Chapter 1 Introduction pg. 1-26	Leason
Jan 18	Ethnographic Survey of North America Population Territories & Boundaries Role of Women; Sex & Gender	Labos et. al. (2016) pages 1-50. Part I: Peoples and Nations: Following in the Footsteps of our Ancestors.	Leason
Jan 23	Project based learning: overview & expectations Relationships & collaborative approaches	Kirkness & Barnhardt (2001). First Nations and Higher Education: The Four R’s- Respect, Relevance, Reciprocity, Responsibility.	
	Tutorial Support: Teaching Assistant		Matt
Jan 25	Group Planning & delegation of project Project Management	Outline, Time management Communication avenues	In-class
	Tutorial Support: Teaching Assistant		Matt
Jan 30	Research and Collecting information	Research strategies Literature review	In-class
	Tutorial Support: Teaching Assistant		Matt
Feb 1	Writing and Support	AAA referencing Writing across the curriculum	In-class
	Tutorial Support: Teaching Assistant		Matt
Feb 6	Group 1: The Arctic	Sutton, Chapter 3	Grp 1
Feb 8	Group 2: Subarctic	Sutton Chapter 4	Grp 2
Feb 13	Group 3: Plateau (Leason away; course led by TA/recorded)	Sutton Chapter 6	Grp 3
Feb 15	Group 4: Northwest Coast (Leason away; course led by TA/recorded)	Sutton Chapter 6	Grp 4
FEBRUARY 18-25: MID TERM BREAK			
30% DUE FEBRUARY 27: 10-12 PAGE SUMMARY OF YOUR SECTION OF ETHNOGRAPHIC SURVEY			
Feb 27	Group 5: Great Basin	Sutton Chapter 7	Grp 5
Mar 1	Group 6: South West	Sutton Chapter 9	Grp 6
Mar 6	Group 7: Plains	Sutton Chapter 10	Grp 7
Mar 8	Group 8: Woodlands	Sutton Chapter 11	Grp 8
Mar 13	Group 9: Mexico	Sutton Chapter 12	Grp 9
Mar 15	Group 10: Central America	Sutton Chapter 12	Grp10
Mar 20	Education for Reconciliation: Contemporary Indigenous Issues	Truth and Reconciliation: Calls to Action	Leason

15% DUE MARCH 22: GROUP SUBMISSION			
Mar 22	Indigenous Identities		Leason
Mar 27	Historical contexts and Colonialism	Labos et. al (2016) pages 94-149	Leason
Mar 29	Racism, Stereotypes and Discrimination	Labos et. al. (2016) pages 151-193	Leason
April 3	Health & Wellness	Labos et. al. (2016) pages 231-294	Leason
April 5	Sovereignty, Rights and UNDRIP	Labos et. al (2016) pages 449-489	Leason
10% DUE APRIL 10: PRECIS/ 1-2 PAGE SUMMARY			
Apr 10	Summary of the course & Questions		Leason
Apr12	Celebratory Feast and Closing Circle		
TBD	FINAL 20%		

PROJECT BASED LEARNING:

You have been assigned to a group (4-5 persons) and will be working collectively within your groups to lead a class presentation related to an Indigenous group within North America. You can create a standard lecture/ power point presentation or be creative!

Components of the Project Summary	Division of Responsibilities	Resources/Supports
I. Who & Where <ul style="list-style-type: none"> i. Geographic Region ii. Environment iii. Communities: Band, Nation, etc. iv. Demographics & Population 		
II. When Prehistory <ul style="list-style-type: none"> i. The Paleoindian Period (to ca. 10,000 B.P) ii. The Archaic (ca. 10,000 B.P to contact iii. Late Farmers iv. The Contact Period v. The Impact of European Contact 		*Key: we don't present Indigenous peoples stuck in the past (dying culture), but rather as resilient identities throughout time.
III. What <ul style="list-style-type: none"> i. Culture(s) ii. Language(s) iii. Traditional practices iv. Material Culture & Technology v. Religion 		
IV. How <ul style="list-style-type: none"> i. History of Ethnographic Research ii. Political Organization iii. Social Organization iv. Kinship v. Women & Gender 		
V. Why Contemporary Issues <ul style="list-style-type: none"> i. Identities ii. Health & Well-being iii. Social Determinants (Education, income, employment, housing, food security, etc.) iv. Social Movements: Resist, Reclaim. Revive, Rejuvenate 		

Project Based Learning

25% EACH person will produce a 10-12 page summary of their part of the project

- Who & Where
- When
- What
- How
- Why

10% Cohesive group submission

20% Student Directed Presentation: Summary of your Project

Student Directed Presentation (20%)

Seminar

Presentation: Project Summary

- Define purpose/ key outcomes of the summary
- Definitions and key concepts
- Community & Geography
- History
- Culture, Language and Tradition
- Political, social and economic organization
- Contemporary issues

Skills:

- ✓ Leadership: one of the most important elements in running a successful presentation/seminar is the personal approach/ leadership. Seminars/presentations that have the greatest impact are those where you become excited or engaged about the topic. The leader(s) sets the tone.
- ✓ Goals of the seminar: be clear about the goals or intended learning outcomes you would like the students to gain.
- ✓ Engagement: engage students and give them the opportunity to express their ideas, opinions or concerns about a topic. You must be able to adapt to encourage participation and engagement.
- ✓ Preparation: what points are useful for the class? What information is needed for the course? What perspectives are useful to increase student's awareness of the material? What is the focus of the session?
- ✓ Evaluation and a critical examination of the issue. How is the past related to the present?