

Anthropology 355
Ethnographic Survey of Indigenous North America
Department of Anthropology and Archaeology, University of Calgary
Winter 2019

Location: ES654

Time: Tuesday & Thursday 14:00-15:15 PM

Instructor: Dr. Jennifer Leason

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Office Hours: Tuesday/Thursday 11:00-13:00 PM or by appointment.

Teaching Assistant: Cynthia Fasola

Office: ES752

Tutorial Hours

PRE-REQUISITES: Anth 203

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 Canada 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. The class includes an in-depth overview of Indigenous peoples' and history in Canada and explores major contemporary issues including Indigenous identities, historical contexts and colonialism, 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. Following an in-depth overview of Indigenous peoples' in Canada, students will then be engaged in a community and project based learning exercise to strengthen their understanding of Indigenous peoples, bands, communities and Nations.

Through Indigenous pedagogy and a "flipped class room" model, the project based learning engages students in a community and project based learning to strengthen their understanding about richness and diversity of Indigenous peoples, Nations and cultures in Canada. Students will be assigned to one of ten groups or community of learners. Each community of learners will collaborate on creating and delivering a classroom presentation/discussion on the ethnography (writing about culture) of 1. First Nation; 2. Métis or 3. Inuit. Each group/ community of learners will include a description of who and where (geographic region, environment, communities: band, nation, demographics and population); when (Archaic ca. 10,000 B.P to contact and contemporary), what (culture(s), language(s), traditional practices, material culture, technology and religion); how (history of ethnographic research, political organization, social organization, kinship, women and gender); and why (contemporary Issues: identities, health, well-being, social determinants and social movements).

COURSE OBJECTIVES AND INTENDED LEARNING OUTCOMES

Upon completing the course students should be able to:

- 1) Outline and discuss the diverse historical, social, political, and socio-economic contexts of Indigenous peoples and Nations in Canada. This includes Indigenous Nations: who and where (geographic region, environment, communities: band, nation, demographics and population); when (Archaic ca. 10,000 B.P to contact and contemporary), what (culture(s), language(s), traditional practices, material culture, technology and religion); how (history of ethnographic research, political organization, social organization, kinship, women and gender); and why (contemporary Issues: identities, health, well-being, social determinants and social movements).
- 2) Conduct ethnographic research and compile information and research into a term paper.
- 3) Work collaboratively as a community of learners to co-create a summary of their research papers.
- 4) Present information and ideas through public speaking and leading class discussions.
- 5) Discuss in an informed way, Indigenous contemporary issues related to racism, colonialism and Indigeneity.
- 6) Apply an intercultural understanding, empathy and respect towards Indigenous peoples in North America.

REQUIRED TEXTS & READINGS

Dickason, Olive Patricia and William Newbigging

2015 Indigenous Peoples within Canada; A Concise History. Fourth Edition. Oxford Press. Don Mills, Ontario Canada.

Canadian Geographic

2018 Indigenous Peoples Atlas of Canada.

<https://indigenouspeoplesatlasofcanada.ca>

ADDITIONAL READINGS

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

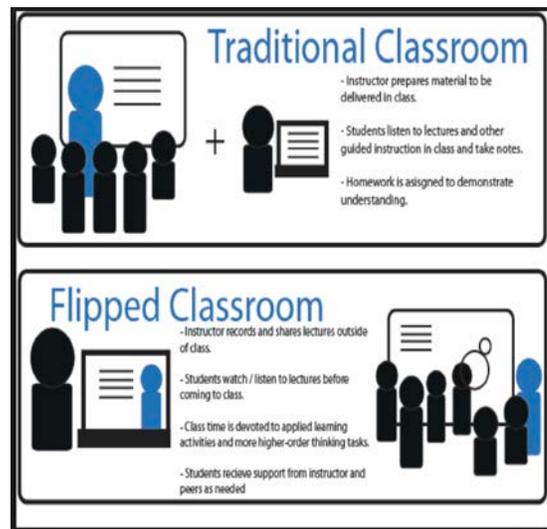
30% of what we SEE

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’. <i>The patch reflects: “What does reconciliation mean to me?”</i>
25%	7 quizzes @ 3.57% each	Weekly quizzes will be uploaded to D2L on Sunday 12:00 noon and run until the following Sunday at 12:00 noon. The quizzes will be based on the week’s readings. The quizzes will ensure that students have read the class materials in advance and come to class prepared to engage with others and contribute to group learning and understanding.
35%	Project Based Learning 25% Individual 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	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.
10%	Present the group Ethnographic Survey of Indigenous peoples/Nation	Using the Ignite Format, you will each present your section of the report in maximum 5 minutes. http://www.ignitetalks.io Present and Lead a Presentation <ul style="list-style-type: none"> ➤ Set goals of the presentation (what is the outline of your presentation)? ➤ Preparation: be concise, thorough and to the point! ➤ Includes who, what, where, when and why sections of the project.
25%	Final- Date set by U of C	Multiple choice, 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:

90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)

PLAGIARISM AND CHEATING

Plagiarism: "to steal and pass off the ideas or words of another as one's own" (Webster's). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology's policy on intellectual honesty

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

arts4@su.ucalgary.ca

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

COURSE OUTLINE:

DATE	TOPIC	READING	Presented By
Jan 10	Introductions: “WHO is your name” Overview of course & expectations; Teaching Philosophy Project Based Learning: Assignment to group. Group Introductions and ice breaker.		
WEEK ONE: THEORETICAL FOUNDATIONS			
1 QUIZ Sunday January 13 to Sunday January 20th on the content in week one.			
Jan 15	Origin Stories At the Beginning All our relations Teepee Teaching 7 Sacred Teachings	Dickason & NewBigging (2019). Pages 1- 40.	Leason
Jan 17	4 R’s of Higher Education Group work: dividing sections and assigning responsibilities. IGNITE session	Kirkness & Barnhardt (2001). First Nations and Higher Education: The Four R’s- Respect, Relevance, Reciprocity, Responsibility.	Leason
https://www.facebook.com/parliamentofreligions/videos/324815271666134/UzpfSTY3Nzk5MDY0MjoxMDE2MjE1NDg0MjU1MDY0 Elder Jim Dumont: 1:10:07- 1:54:43			
WEEK TWO: FIRST MEETING			
2 QUIZ Sunday January 20th to Sunday January 27th on the content in week two.			
Jan 22	On the Eastern Edge of the Mainland The Wendat Confederacy	Dickason & NewBigging (2019). Pages 58-100	
Jan 24	Some Indigenous Colonial Wars Struggle against British Colonialism	Dickason & NewBigging (2019). Pages 101-136	Leason
WEEK THREE: HISTORICAL CONTEXTS			
3 QUIZ Sunday January 27th to Sunday February 3rd on the content in week three.			
Jan 29	Westward and Northward British Alliance of 1812-1814	Dickason & NewBigging (2019). Pages 137-165	Leason
Jan 31	“Indian Problem”: Isolation, Assimilation and Experimentation. Towards Confederacy for Canada, Towards Wardship for Indigenous Peoples	Dickason & NewBigging (2019). Pages 166- 203	Leason
WEEK FOUR: TREATIES AND TROUBLES			
4 QUIZ Sunday February 3rd to February 10th on the content in week four.			
Feb 5	The First Numbered Treaties, Police and the Indian Act Time of Troubles	Dickason & NewBigging (2019). Pages 204-239.	Leason

Historical contexts and Colonialism "8 th Fire; Whose Land is it Anyway?" https://watch.cbc.ca/doc-zone/season-6/episode-15/38e815a-009e5b4cf24			
Feb 7	Repression and Resistance Tightening the Reins: Resistance Grows and Organizes	Dickason & NewBigging (2019). Pages 240-279.	Leason
WEEK FIVE: ABORIGINAL RIGHTS			
5 QUIZ Sunday February 10th to February 17th on the content in week five.			
Feb 12	Development Heads North Canadian Courts and Aboriginal Rights	Dickason & NewBigging (2019). Pages 280-316.	Leason
Feb 14	The Road to Self-Government	Dickason & NewBigging (2019). Pages 317-343.	Leason
FEBRUARY 17-24: MID TERM BREAK			
WEEK SIX: RECONCILIATION			
6 QUIZ Sunday February 24th to March 3rd on the content in week six.			
Feb 26	Education for Reconciliation: Transforming Empathy to Social Action		
Feb 28	Reconciliation and Revitalization	Dickason & NewBigging (2019). Pages 344-367	Leason
MARCH 5: DUE- RECONCILIATION PATCHWORK 5% OF FINAL GRADE			
WEEK SEVEN: IN CLASS WRITING AND GROUP WORK SUPPORT			
Mar 5	How to Write an Essay: Support, writing, layout, questions, referencing, plagiarism.	In-class time	Leason
Mar 7	IN-CLASS PREP TIME FOR GROUP PROJECTS AND PRESENTATIONS How to work in groups Group support and questions		
DUE MARCH 12: 25% INDIVIDUAL TERM PAPER 10% GROUP SUBMISSION			
WEEK EIGHT: VOICES FROM THE COMMUNITY			
Mar 12	Elder Kevin Deer: Haudensaunee Perspectives	Guest Speaker: Elder Kevin Deer, Mohawk Ceremonial Leader	
Mar 14	Panel: Indigenous Perspectives on Health & Wellbeing	Panel of 3 Indigenous Scholars discuss contemporary Indigenous affairs, gaps and hopes for the future.	
WEEK NINE, TEN, ELEVEN			

Mar 19	IN-CLASS PREP TIME FOR GROUP PROJECTS AND PRESENTATIONS		
Mar 21	Group 1 Group 2	Canadian Geographic: First Nations	In-Class Presentations 10% of Final Grade
Mar 26	Group 3 Group 4		
Mar 28	Group 5 Group 6	Canadian Geographic: Métis	
April 2	Group 7 Group 8		
April 4	Group 9 Group 10	Canadian Geographic: Inuit	
7 QUIZ April 4th to April 11th on all of the group presentations.			
Apr 9	Summary of the course Questions about final exam		Leason
Apr 11	Celebratory Feast and Closing Circle		
TBD	FINAL 25% REGISTRAR-SCHEDULED EXAM		

PROJECT BASED LEARNING:

You have been assigned to a group (4-5 persons). You are individually responsible for a term paper (10-12 pages) on your section. You are only responsible for one section. You will then work collectively to collaborate all of your individual papers into one final ethnographic survey based on all of the sections, as well as lead a class presentation using the “IGNITE” format.

Project Based Learning

- 25% EACH person will produce a 10-12 page summary of their part of the project
- 10% Cohesive group submission
- 10% Student Directed Presentation: Summary of your project using the “Ignite” format.

Components of the Project Summary	Division of Responsibilities	Resources/Supports
I. Who & Where i. Geographic Region ii. Environment iii. Communities: Band, Nation, etc. iv. Demographics & Population		
II. When Prehistory- Contemporary timelines 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. Contemporary times		*Key: we don't present Indigenous peoples stuck in the past (dying culture), but rather as resilient identities throughout time.
III. What i. Culture(s) ii. Language(s)		

<ul style="list-style-type: none"> iii. Traditional practices iv. Material Culture & Technology v. Religion 		
<p>IV. How</p> <ul style="list-style-type: none"> i. History of Ethnographic Research ii. Political Organization iii. Social Organization iv. Kinship v. Women & Gender 		
<p>V. Why</p> <p>Contemporary Issues</p> <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 		