

**Anthropology 355
Indigenous Peoples in Canada
Winter 2021**

Section	Days	Time	Location
LEC 01	MWF	10:00-10:50 - synchronous	Web-based Course

Instructor: Dr. Dan Houser	Office: ES 823
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Contact Information

Note - *The best way to contact me is through email. As this course is entirely on-line, I am not working in my campus office, and will not answer phone calls. You can expect an email response within 1-day during the week. I do not respond to emails on weekends.*

Greetings, and welcome to Anthropology 355!

Before we dive into the syllabus, I believe it is important to acknowledge 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 completed my doctorate in anthropology at Carleton University in Ottawa. 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*. 3rd 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.

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

Learning Technologies and Requirements

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote, and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updates web browser
- Webcam (built in or external)
- Microphone and speaker (built in or external) or headset with microphone
- Broadband Internet connection

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 products.
- **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. The final exam for the course is to be completed at home and submitted to the instructor. There will be no registrar-scheduled final exam for the course.

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">- 1 written page or a 1-minute video- Should include things like:<ul style="list-style-type: none">○ Brief family and historical background○ Current understanding of Indigenous issues○ What you hope to ‘get’ out of the class- Details to be discussed in class/on D2L

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"> - 1-2 written pages or a 2-minute video - Should include: <ul style="list-style-type: none"> o Discussion of increasing awareness/questioning of your understanding and positionality o Emergence of particular areas, histories, or topics of interest as related to Indigenous peoples in Canada - Details to be discussed in-class/on D2L
20%	Short paper – ~ 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"> - Example topics: <ul style="list-style-type: none"> o MMIW and the Highway of Tears o Treaty histories o Mi'kmaq fishing rights in Nova Scotia o Pipeline protests o First Nations University of Canada - Details to be discussed in-class/on D2L
40%	Collaborative project – written report & presentations	<ul style="list-style-type: none"> - Details will be provided in-class and on D2L - Assignment to groups and roundtable discussion on Jan 25th
15%	Final Exam – written reflection on your personal journey through the course and contents	<ul style="list-style-type: none"> - Final exam details will be provided in-class and on D2L - To be submitted via email

Grading System

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

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

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 that it is tempting to procrastinate, and too often, COVID has not helped us in terms of rewarding social interactions, 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 a Zoom session at a convenient time, and spend time voicing ideas, having discussions, and engaging in work sessions.

The Presentation:

The structure of your online presentation is entirely up to you. You are welcome to 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 (please use AAA style - <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.

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.

Tentative Course Outline (likely to evolve!)

Date	Topic	Reading	Presenter
Week One			
Jan 11 th	-Land Acknowledgement -Introductions -Overview of course -Intentions for the semester	-Syllabus -D2L	Houser
Jan 13 th	-Ways of Knowing -Stories, beginnings -Relations	Belanger (2018) Chapter 1 & 2	Houser
Jan 15 th	-Indigenous Science -Matriarchal teachings	Readings TBA	Houser
Week Two			
Jan 18 th	-Treaties & Unceded Traditional Territories -First Nations	Chapter 4	Houser
Reflection #1 Due			
Jan 20 th	The Indian Act and Indian Affairs in Canada	Chapter 5	Houser
Jan 22 nd	Guest speaker – TBD		TBD
Week Three			
Jan 25 th	Group projects & presentations		
	-Assignment to groups -Assignment to Provinces -Group Treaty: list 3 commitments -How will you work together? -How will you communicate?	Kirkness & Barnhardt (2001). First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility.	Houser
Jan 27 th	-The Métis -Métis Stories	Chapter 6	Houser
Jan 29 th	Guest speaker – Angie Tucker, University of Alberta		Tucker
Week Four			
Feb 1 st	The Inuit and Nunavut	Chapter 7; other readings TBA	

Feb 3 rd	The Inuit and Nunavut	Film – Atanarjuat, the Fast Runner	
Feb 5 th	The Inuit and Nunavut	-Art and protest -Tanya Tagak – Retribution, Animism	
Week Five			
Feb 8 th	Indigenous literature and cinema – readings TBA		
Reflection #2 Due			
Feb 10 th	Collaborative in-class prep-time for group presentations		
Feb 12 th	Guest speaker – Dr. Michael Hart, Vice-Provost Indigenous, University of Calgary		
Feb 14-21, 2020 Mid-Term Break			
Week Six			
Feb 22 nd	Reconciliation to Reconciliation	Readings TBA	
Feb 24 th	Debrief: Reconciliation exercise		
Feb 26 th	Guest speaker – Stardale group		
Week Seven			
Mar 1 st	Political Organizing in Canada	Chapter 9	
Mar 3 rd	Self-Government	Chapter 11	
Mar 5 th	Guest speaker - TBD		
Short Paper Due			
Presentations			
March 15th	NFLD, Labrador/ NS/NB/Halifax	Group 1	Presentation - value of 20 % (graded individually) Group report - value of 20 % (graded as a group)
March 17th	Québec	Group 2	
March 19th	Ontario	Group 3	
March 22nd	Manitoba	Group 4	
March 24th	Saskatchewan	Group 5	
March 26th	Alberta	Group 6	
March 29th	British Columbia	Group 7	
March 31st	Yukon	Group 8	
April 7th	North West Territories	Group 9	
April 9th	Nunavut	Group 10	
Final Week			
April 12 th	Presentations debrief		
April 14 th	Course review & final thoughts		
April 20 - 15% Final Exam Due			

Supplemental Information

Principles of Conduct

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html. Students should also familiarize themselves with University policies regarding non-academic misconduct: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Plagiarism, Cheating, and Student Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are strongly advised to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined at:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Anthropology and Archaeology recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

Instructor Intellectual Property

Information on Instructor Intellectual Property can be found at <https://ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

Information on the acceptable use of electronic resources can be found here: <https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy>

Freedom of Information and Protection of Privacy

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published with the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Posting of Grades

Graded assignments will be returned by the instructor or teaching assistant personally during scheduled lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Anthropology and Archaeology’s main office.

Academic Accommodations

It is the student’s responsibility to request academic accommodations. Students may find information on accommodations at: <https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>. 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: <https://ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing to their instructor or the Department Head (email: pcdawson@ucalgary.ca).

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 unauthorised 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 Act.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Students requiring assistance are encouraged to email the Student at Risk line if they or others appear to need wellness assistance: sar@ucalgary.ca. For more immediate response, please call: **403-210-9355** and select option #2.

Contact Information for Student and Faculty Representation

- Student Union VP Academic 403-220-3911, suvpaca@ucalgary.ca
- Students Union Representatives for the Faculty of Arts – 403-220-3913, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Ombuds Office information can be found at: www.ucalgary.ca/ombuds/

Teaching Evaluations/USRIs (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.

Website: <http://www.ucalgary.ca/usri/>

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.

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

Residential School Crisis Line

Health Support Services are available to former students and their families prior to, during and following all components of Indian Residential Schools Settlement Agreement. To access services through the Indian Residential Schools Resolution Health Support Program, call 1-888-301-6426. Please take note that the National IRS Crisis Line is available 24 hours a day at **1-888-925-4419**.

Distress Center Calgary

24-Hour **Crisis Line**: 403.266.**HELP** (4357) Main Office: 403-266-1601. Youth Program Office: 403-264-8337.
Suite 300, 1010 – 8th Avenue SW **Calgary**, AB.

Campus Safewalk

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