



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2019

**NT1000 (A3): Research & Writing in the context of Indigenous & Settler Relations
– 3 (3-0-0) 45 Hours for 15 Weeks**

INSTRUCTOR: Darlene Horseman **PHONE:** 780-539-TBA
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OFFICE HOURS: Tuesday 5:30-8:30 pm, Wednesday 3:30-5:00 pm and by appointment

CALENDAR DESCRIPTION:

An introduction to research and writing skills through an introductory review of contemporary Indigenous and Settler decolonization.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Alfred, T. (2005). *Wasase: Indigenous pathways of action and freedom*. Toronto, Ontario: University of Toronto Press.

Ray, A.J. (2017)? *I Have Lived Here Since the World Began: An Illustrated History of Canada's Native People*. 4th Ed. Toronto, Ontario: Lester Publishing and Key Porter Books.

Selected Readings available in Moodle site and selection as outlined in the course schedule to inform your papers from:

Open Access Online Journal - Decolonization: Indigeneity, Education & Society
<http://decolonization.org/index.php/des>

*or equivalent texts or collection of articles.

NT 1000 Library Research & Writing Guide prepared by S. Gardner (2015).

SUPPLEMENTAL (OPTIONAL) GRAPHIC NOVEL & VIDEO SERIES ONLINE:

Wasase Series available online at:

<http://www.pactac.net/pactacweb/web-content/video11.html>

DELIVERY MODE(S): Discussions, Lectures, Adventure Learning & Required Moodle site.

COURSE OBJECTIVES:

- Examine required readings and engage collaboratively with peers to strengthen introductory perspectives of Indigenous & Settler relations
- Define key concepts related to perspectives in Indigenous Studies as: colonization, decolonization, nationhood, and settler allies
- Identify Indigenous approaches to decolonizing research and writing
- Compare course concepts in relation to contemporary Indigenous & Settler decolonization
- Examine Indigenous responsibilities and pathways for contemporary Indigenous resurgence
- Apply emerging understanding of themes in Indigenous Studies through engagement and writing

LEARNING OUTCOMES:

- Demonstrate comprehension of concepts and perspectives in Indigenous Studies
- Ability to identify, research, write and engage on themes of Indigenous-Settler relations
- Design a presentation that represents a decolonizing perspective of Indigenous & Settler relations
- Apply knowledge and analysis of contemporary Indigenous Studies theme via written paper

TRANSFERABILITY: UA, UC, AU, CUC, GMU

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide at <http://transferalberta.alberta.ca/transfer-alberta-search/#/audienceTypeStep>

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

Paper Outline with Sources	10% Third week January
Presentation	25% As scheduled in class for Feb Mar

Adventure Learning Project 11:55pm)	25% Feb (link submitted by Group to Moodle Dropbox by 11:55pm)
Research Paper	30% Due the week that final exams are scheduled
Participation	10%

Paper Outline with Sources (10%):

Students will be required to submit an outline of topic, including hypothesis (thesis statement), supporting details (minimum of 3), and sources (minimum of 5 sources and 3 different sources, ie, journal, book, magazine, newspaper, online source, webpage, etc...) that will be used for the Research Paper (cannot change topic after outline is handed in). Students will be graded on structure, content and reliability.

Presentation (25%):

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

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

Adventure Learning Project (25%):

Students will be required to attend a sweat ceremony that will be set up in the latter part of March or early part of April (pending weather) that will be held in Kelly Lake, BC (transportation will be made available for students requiring it). Students will then have to write about their experience and what they learned from the ceremony and how it relates to their life. This will be due, one week after the ceremony.

Research Paper (30%):

Students will write a research paper on the outline presented in January and must contain relevance to Indigenous and Settler relations and sources identified must be used. Paper will be a minimum of 9 and a maximum of 10 pages (title and reference pages are not included in the 9-10 pages). Must reference using a credited reference style, ie, APA, MLA, Chigaco, etc...

Participation (10%):

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

GRADING CRITERIA:

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

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100	C+	2.3	66-69
A	4.0	90-94	C	2.0	63-65
A-	3.7	85-89	C-	1.7	60-62
B+	3.3	80-84	D+	1.3	54-59
B	3.0	75-79	D	1.0	50-54
B-	2.7	70-74	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week 1	Course Outline Review & Intro to Moodle Site with Glossary	
Week 2	<p>All Chapters that follow are within the following books:</p> <p>Ray, A.J. (2017). <i>I Have Lived Here Since the World Began: An Illustrated History of Canada's Native People</i>. 4th Ed. Toronto, Ontario: Lester Publishing and Key Porter Books.</p> <p>McMillan, Alan D. (2004). <i>First Peoples in Canada</i>. Vancouver, B.C.: National Library of Canada Cataloguing in Publication Data.</p> <p>Ray, Chapter 1 The Land as History Book Chapter 2 The Cultural Mosaic McMillan, Chapter 1 Aboriginal Peoples within Canada</p>	
Week 3	<p>Ray, Chapter 3 Legends of the First Encounters Ray, Chapter 4 Welcoming the Newcomers Ray, Chapter 5 New Friends and Foes</p> <p>McMillan, Chapter 2 Terra Nullius: The Land that Was Empty</p>	
Week 4	<p>Ray, Chapter 6 Trade and War in the Western Interior Ray, Chapter 7 Opportunities in the Fur Trade</p>	

Week 5	Ray, Chapter 8 The Sea-Otter Bonanza Ray, Chapter 9 Choosing Sides	
Week 6	Ray, Chapter 10 Fighting the Loyalists for Land McMillan, Chapter 5 The Cree	
Week 7	Ray, Chapter 11 The Changing Order in the Northwest Ray, Chapter 12 Placed on a Little Spot	
Week 8	Ray, Chapter 13 The Metis and “Indian” Question Ray, Chapter 14 Treaty Making	
Week 9	Ray, Chapter 15 It Is a Strict Law That Bids Us Dance Ray, Chapter 16 From Buffalo Hunting to Farming	
Week 10	Ray, Chapter 17 The Modern Fur Trade Ray, Chapter 18 Working For the Industrial Fishery	
Week 11	Ray, Chapter 19 Getting Organized Ray, Chapter 20 Searching For Settlement Ray, Chapter 21 History Wars	
Week 12	Reading Week	
Week 13	All chapters that follow are within the text <i>Wasase: indigenous pathways of action and freedom</i> . Chapter: Paths of Least Resistance by T. Alfred Chapter: Ethics of Courage by T. Alfred	
Week 14	Chapter: Spaces We Occupy by T. Alfred Chapter: The Great Law of Change by T. Alfred Chapter: My Grandmother, She Raised Me Up Again by T. Alfred	Research Paper due on date of final exam (in lieu of final exam-but due on the scheduled date) Final Exams dates are Scheduled by the Registrar Office

STUDENT RESPONSIBILITIES:

The assigned readings and exercises for each class should be completed before attending that class, except for the first class. Attendance at all sessions is required and is critical to the student’s success in the course. If you find yourself having difficulty in this course, please contact the instructor immediately for assistance. If you simply want more discussion with the instructor about any aspect of the course, please visit my office during office hours or at a more convenient pre-arranged time.

It is expected that all students will display a professional attitude and behavior in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.

Also, please ensure that you are familiar with using Moodle:

GPRC Moodle go to: <https://moodle.gprc.ab.ca/my/>

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the section on Plagiarism and Cheating in the College policy titled Student Misconduct: Academic and Non-Academic at (<https://www.gprc.ab.ca/about/administration/policies/fetch.php?ID=68>).

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

**Note: all Academic and Administrative policies are available at <https://www.gprc.ab.ca/about/administration/policies/>

Additional Information

1. For those in the Grande Prairie area you are encouraged to participate in GPRC On-Campus Friendship Center and Aboriginal events and ceremonies that also happen outside of our scheduled activities. As these are made known to me, I will give you information in class and post in our NT 1000 Moodle site.
2. The nature and topics of your assignments will be discussed.
3. It is your responsibility to read each and every chapter and assigned reading (if any) and attend all required face to face/land-based learning course components.
4. Video sources may cover topics and include materials that are not covered by your readings. It is therefore imperative that you review all readings and videos and engage in all required course activities.
5. It is expected that students will display a professional attitude and behavior. Any violation or misconduct may result in dismissal from the class. Furthermore, this course includes participating in Indigenous learning events and possible ceremonies. If at any time you are uncertain, need more information, please do not hesitate to connect with me in person or schedule a time over the phone. Discuss the various options to demonstrate learning for the class assignments with me if you are uncertain.
6. Talk to me if you have concerns or you are experiencing difficulties that may have negative impact on your academic performance.