

**INDG 407**  
**Comparative International Indigenous Communities**  
**Winter 2014**  
**TR, 14:00-15:15pm, MS 205**

**Instructor:** Dr. Richard Brock  
**Office Location:** SS209  
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**Office Hours:** M 13:45-14:45

**Calendar Description**

Social, economic, and political comparisons between selected Indigenous communities throughout the world.

**Detailed Description**

Following the development of the highly publicized Idle No More movement in Canada, this is an especially exciting time to think about issues relating to Indigenous identity, self-determination, and political activism. Taking a series of broad themes (including artistic expression, grassroots organizations, new media, healthcare, and economic development) as its basis, this course invites the consideration of these issues as both local and translocal, exploring the need to address the specificity of individual communities and regions alongside the equally pressing imperative for collective identification and action. This tension – between specificity on the one hand and universal constructions of Indigeneity on the other – will underpin our in-class investigations and final projects, all of which will be comparative in nature. Our theme areas allow us to consider Indigenous identities, communities and politics in a variety of relationships with each other and with dominant cultures and nation states.

**Objectives of the Course**

- Demonstrate an awareness of the competing claims of local specificity and “strategic” notions of universal Indigeneity
- Demonstrate an ability to conduct comparative analysis across diverse cultural and regional contexts
- Demonstrate a facility with culturally sensitive material with an awareness of complex and contradictory political aims
- Demonstrate an ability to work independently in order to lead class discussions on complex issues
- Plan, develop and produce a stimulating original project related to the class’s theme areas.

**Textbooks and Readings:**

No texts are required for purchase in this class; readings and/or activities will be assigned by the instructor and/or presenters on a week-by-week basis and posted to the course

Blackboard site. A large selection of suggested reading, drawn from web-based and multimedia materials and journal databases, will also be posted to the site.

## **Assignments and Evaluation**

### **Seminars (2x20% = 40%)**

On two separate occasions through the term, you will take responsibility for directing class discussion on a particular topic (depending on final enrollment numbers, we will have one or two presentations per class, and you'll be responsible for leading discussion either for a section of the class time or for the whole hour and a quarter on your allotted day). Your task is not only to present on a topic of your choosing within our theme areas but also to assign preparatory readings and/or activities prior to the class for which you are responsible. How you choose to present/engage with this material in class is up to you, but your seminar must adhere to the following three conditions:

- (1) The material you choose to discuss is relevant to the week's designated theme area(s);
- (2) It is distributed far enough in advance of the class (normally one week) to give your fellow students reasonable preparation time
- (3) Your material is comparative, i.e. it addresses comparable or contrasting issues in Indigenous communities from two different regions or nations

Submission of a written version of materials you prepare for class is not required, but you may submit this up to one week after your seminar if you feel the need to clarify or expand upon what was presented in class. Otherwise, assessment will be based on the appropriateness of the material, your level of engagement with it, and the quality of discussion generated. **Leading discussion in two separate classes is required in order to pass the class overall.**

### **Final Project and Presentation (30%)**

In the final weeks of the class, you will be required to design and deliver a final project related to any aspect of the course syllabus, with a comparative focus. This project may take any form you wish: it could be an art object, an essay, a research report, a short film, or something more abstract – perhaps even a community event. If necessary, your reflective essay (see below) will theorize the relationship of your project to the course. In addition to handing in the project (or a material record of it), you will also be required to give a class presentation on your project. **A passing grade is required in this component in order to gain a passing grade overall.**

### **Reflective Essay (20%)**

Following the completion of your project, you will be required to compose a five- to six-page essay reflecting on your process, the success of your project, and (if necessary) its relation to the course material overall. Your essay should include an account of how your understanding of the course material shaped your project, and vice versa.

### **Participation (10%)**

Due to the collaborative nature of this class, it is imperative that you participate fully in all aspects of the course, including regular attendance, reading assigned material and participating in discussions, and helping your classmates to bring their project plans to fruition during project workshopping sessions. The final 10% of your grade reflects how well you take ownership of your own learning and that of others.

It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your essays directly to your instructor. If it is not possible to do so, a daytime drop box is available in SS102. A night drop box is also available for after-hours submission. Assignments will be removed from the drop box the following morning and stamped with the CURRENT day's date, then placed in the instructor's mailbox.

**Registrar-scheduled Final Examination:** No

### **Policy for Late Assignments**

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

### **Freedom of Information and Protection of Privacy Act**

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, **students should identify themselves on all written work by using their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam.**

For more information see also <http://www.ucalgary.ca/secretariat/privacy>.

### **Grading System**

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

### **Schedule of Lectures and Readings**

Presentations and discussions on our class themes will adhere to the following schedule:

w/c 06/01/2014	Introduction
w/c 13/01/2014	Specificity; universality; "Strategic Indigeneity"
w/c 20/01/2014	Indigenous intellectual property
w/c 27/01/2014	Community and representation I: art and narrative
w/c 03/02/2014	Community and representation II: screen
w/c 10/02/2014	Community and representation III: new media
w/c 17/02/2014	Reading week; no classes
w/c 24/02/2014	Virtual communities and grassroots activism
w/c 03/03/2014	State policy, "development" and resistance
w/c 10/03/2014	Health and Indigeneity
w/c 17/03/2014	Truth and reconciliation
w/c 24/03/2014	Final project preparation and workshopping
w/c 31/03/2014	Final project preparation; workshopping; presentation
w/c 07/04/2014	Final project presentation

### **Ethics**

If your final project involves work with human subjects, ethics approval may be required. Applications will be completed collaboratively by the student and instructor, but these do take time, so if you plan on completing a final project involving human subjects, you should approach your instructor by Week 3. See <http://www.ucalgary.ca/research/ethics> for further details.

### **Plagiarism**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor if you have any questions regarding how to document sources.

### **Internet and Electronic Communication Device Information**

The use of laptops in class is discouraged unless expressly sanctioned for specific students (e.g. in the case of an additional support need that can be accommodated by the use of technology) or for the whole class to aid in the completion of specific tasks (students may be asked to bring in laptops for workshopping purposes near the end of the

term). Tablet computers (and, under certain circumstances, smartphones) may be used during class for document viewing and note taking purposes, but students should be prepared to demonstrate that they are using electronic devices for these legitimate purposes when asked to do so. Electronics may, at the instructor's discretion, be excluded from certain sessions.

### **Academic Misconduct**

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following link:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Academic Accommodation Policy**

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Student Accessibility Services (220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course. For further information, please see <http://www.ucalgary.ca/access/>

### **Emergency Evacuation and Assembly Points**

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

### **"SAFEWALK" Program**

Campus Security will escort individuals day or night -- call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

### **Student Representation**

There are now four Arts reps because of the amalgamation, with the email addresses being [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), and [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca). Please contact them if you have questions related to Students Union matters, events, or concerns.

For your student ombudsman, please see

<http://www.ucalgary.ca/provost/students/ombuds>

### **Faculty of Arts Program Advising and Student Information Resources**

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them on the 3<sup>rd</sup> Floor of the Taylor Family Digital Library
- 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.