



COURSE TITLE: Critical Indigenous Studies (Selected Topics in Contemporary Theory)			
Course Number	English 426	FALL 2019	
Faculty / Department	Faculty of Arts/Department of English		
Instructor Name	A. Srivastava	Email	asrivast@ucalgary.ca
Instructor Email Policy	See my email policy in “Notes” below.		
Office Location	SS1018	Telephone No:	403 220 4663 (please leave email rather than voicemail)
Office Hours	Tuesday 3.30pm; Thursday 12.30pm. Changes will be announced on D2L news.		
Class Dates/Times/Location	Tuesday/Thursday 2.00-3.15pm Science A 109		

Course description:

Calendar description: Advanced study in contemporary literary or cultural theory with a focus on a particular school, author, or approach.

Course Hours: 3 units; (3-0) **Prerequisite(s):** 12 units of courses labelled English at 300 level or above. **Antirequisite(s):** Credit for English 426 and 483 will not be allowed. May be repeated for credit.

This course will focus on indigenous knowledge as articulated by scholars in various parts of the world, but particularly in settler-colonial nations such as Australia, Aotearoa (New Zealand), Turtle Island (Canada and the US). Our focus will be in the field of Critical Indigenous Studies (CIS), which the Institute of CIS describes as “the robust and ethical engagement of Indigenous political, methodological, and ideological concerns and conditions. Attention is given to the structures of and relationships between domains of knowledge and power, and the ways that experience informs knowledge across and between categories of difference. The commitments shaping CIS are therefore focused on empowering Indigenous peoples and transforming Indigenous-settler relationships through sophisticated and engaged, collaborative, and mutually respectful research and practice”.

We will explore such issues as the representations of indigenous peoples in relation to colonial ideologies, how indigenous creators, theorists and knowledge-holders articulate indigenous ways of knowing, and we will engage in concepts of identity, decolonization, sovereignty, community and relationship-building.

You will find many aspects of this course challenging, in that the content and form of the media are often unfamiliar, as well as the political contexts and histories that inform them. These challenges will make the course research-intensive, as we attempt to fill in “knowledge gaps” about indigenous people’s histories, art forms and current realities. In addition, one of the demanding elements of this course is consistent (and constant) reflection and critique, which is essential in learning (and unlearning) what we know or think we know about indigenous peoples at home and around the world.

This is an inquiry-based course, and requires that you contribute significantly and consistently to discussions, especially online. A good deal of independent work is expected of you, and you may find the amount of material available in the online environment to be daunting initially. Please read the

documents on inquiry-based learning in D2L. This course will be made up of class meetings, group meetings, independent as well as collaborative research work, and a good deal of reflection. Attendance for all aspects of the class is therefore a must. We may not meet for every class session if we find that more online or smaller group meeting time is required, or if media-time is required. Please see links provided during the term for information on blended (a mix of face-to-face and online) and inquiry-based learning, readings, course material, details on scheduling and assignments.

I also provide extensive guidelines for assignments that may be unfamiliar to you: Indigenous Studies requires reflection, collaboration, and research equally, and asks that you become aware of your ways of learning and processing knowledge: assignments are based on this assumption, and have a good deal of flexibility built in. If you have any difficulties during the course, I invite you and expect you to talk to me about them.

Texts and readings: All required and optional readings will be on D2L, to keep text costs down. Many of the research, primary and secondary resources you need will be located on D2L where copyright allows, as well as through the library.

Assignments and Evaluation:

Learning and research log:	30%
Participation	20%
Group project	15%
Portfolio:	35%

- *There is no registrar-scheduled examination for this course.*
- Guidelines for assignments are or will be posted under “What To Do” on D2L. Review them regularly, as guidelines and feedback are updated often.
- **Portfolio** Includes minimum of two lines of inquiry, reflective journal, narrative peer and self- (see D2L for portfolio instructions and breakdown). If you complete minimum requirements, reflective journal and LOIs will be weighed at 90% of the portfolio, assessments at 10%. During the last week of classes, you will submit a portfolio grade breakdown outlining portfolio components including additional portfolio projects. Your portfolio may contain a number of additional suggested tasks and quizzes, some of which you will do in class. There is a good deal of choice built into the portfolio: the main idea is to build it up throughout the term so that you have a good sample of different kinds of work.
- **Participation:** This class is based on collaboration, inquiry, and self-directed learning which is why class participation is taken very (very) seriously. Participation means in part that you will: commit to this class (both online and face-to-face). Regular attendance is critical, and keeping in touch when you are unable to attend equally so. There is a good deal of material on D2L, and an online discussion group, alongside classes that involve discussion, various tasks and exercises and a lot of interaction with class members. Participation is about respectful listening as much as it is about talking. I expect you to engage in class and group discussions *both in class and online*, but also to keep your counsel if you are comfortable speaking and to take some risks if you are not; to help out others in need, to keep a detailed record of group discussions and processes (perhaps the most difficult part of group work); to regularly interact with instructor, guests, group and class members, and demonstrate a reasonable commitment to the course, your colleagues and the work throughout the term. Although there are justifiable reasons not to attend class, and you do **not** have to explain these, I expect you to inform both us and group members *ahead of time*, preferably by e-mail, if you are not going to be in class. This aspect of respect for others in the class community is critical for the

assessment of participation. Finally, in this class you will *always* be expected to ask questions, addressing the course goal of curiosity, finding out information and addressing knowledge gaps, *even when you would rather not*. The learning log is your ongoing record of your class participation both in and out of class-time. There are extensive guidelines about how participation is assessed on D2L. *Please come and talk to me very early in the term (before the drop date) if you have any questions or concerns about participation, the course teaching style, course content, assignments, or the technology.*

- The **group project** may be either an in-class project or an online project, or both. You must collaborate with your group members, and communicate well, or risk being taken out of your group. About half of the project assessment is based on the “process document”, a log of and reflection on the project itself, your research, your peers, and an overall assessment once the project has been completed. I do not grade the project until the process document has been handed in and agreed to by all group members.
- ***You must complete all assignment components, including the group project, to receive a passing grade on the course. Please note this carefully and approach me as soon as you get into any difficulty.***
- Unless you arrange otherwise for particular kinds of print submissions, you will be submitting assignments electronically through the assignment dropbox in D2L. **I do not accept assignments by e-mail under any circumstances, and will delete them.** Keep copies, and back your work up. There is an after-hours dropbox for approved non-electronic assignments outside SS1152, the main English department office. Ensure that your name is on all electronic and paper documents please!

Grading system:

The Department of English uses the percentage conversion scale below. Your final grade will be converted to the University’s official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-1.html>. These are the grade ranges and specific numeric values assigned to letter grades in D2L. Although the A+ is solely an honorific that entails no additional points in the four-point system, I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality. *If your final grade falls on the borderline between two grade ranges, I round up (e.g. 84.7 would be an A, but I will use my discretion if it as an 84.4).*

90 – 100	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0
70 – 73 %	B–	2.7
67 – 69 %	C+	2.3
64 – 66 %	C	2.0
60 – 63 %	C–	1.7
55 – 59 %	D+	1.3
50 – 54 %	D	1.0
0 – 49 %	F	0

Other notes:

- *Electronic devices in the classroom* are welcomed for purposes of research, writing, and note-taking for the course. Indeed, I will call on you frequently if you have a laptop or smartphone handy and seem comfortable with using them. I reserve the right to ask you to put phones and computers away if they are getting distracting (and will during certain class exercises ask you to do so unless you have a documented reason for using them). *You cannot engage in the online component of this course with a phone only.*
- *Communicating by e-mail and office hours:* Please do not expect instant responses to your e-mails (give me at least 24 hours). You will *not* normally get responses to e-mail on weekends. Please identify yourself by name in your e-mails, and always provide a subject, with the course number to the subject line or e-mail. It is perfectly appropriate to send a reminder e-mail after a day if you have not received a response. I would like to meet with you all in person, so arrange a time that works for you if office hours do not. I am happy to meet with people in groups, and encourage it.
- *Please ensure that you review assignment guidelines, extension policies and deadlines.* While I do not have late policies per se, it is to your advantage to get your assignments in for feedback. Please observe due dates for tasks. Tasks are posted frequently on D2L. Review the material below in the event that you are not able to meet all due dates by the end of classes.

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 possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

Scribe and Muse Club for English Students:

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events

<http://english.ucalgary.ca/scribe-and-muse-english-club>.

Our email address is smecuofc@gmail.com.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <https://arts.ucalgary.ca/english>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

Library and Research Support:

Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: maboym@ucalgary.ca.

Find The English Pages research guide here:

https://library.ucalgary.ca/sb.php?subject_id=52619

Follow the Department of English on Facebook & Twitter:

**Academic regulations and schedules:**

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <http://www.ucalgary.ca/pubs/calendar/current/index.htm>

Grade appeals:

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

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

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

Student Accommodations:**ACADEMIC ACCOMMODATIONS**

The student accommodation policy can be found at: 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

ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf> .

Emergency Evacuation/Assembly Points:

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

Freedom of Information and Protection of Privacy Act:

<http://www.ucalgary.ca/legalservices/foip>

“Safewalk” Program:

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

<http://www.ucalgary.ca/security/safewalk/>

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The new Arts Students' Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at ascarts@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 in their new space on the 3rd 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.

Contact 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

Contact for Students Ombudsman's Office: <https://www.ucalgary.ca/student-services/ombuds/role>

Universal Student Ratings of Instruction (USRI):

"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 (www.ucalgary.ca/usri). Your responses make a difference – please participate in USRI Surveys."

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:
 - a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
 - b) parts of the work are taken from another source without reference to the original author,
 - c) the whole work (e.g., an essay) is copied from another source, and/or,

- d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://owl.english.purdue.edu/owl/resource/747/01/>

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>.

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar; <https://www.ucalgary.ca/pubs/calendar/current/k-2.html>

“The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, . . . , to respect, appreciate, and encourage diversity, [and] to display care and concern for community”. The Department of English, like the university as a whole, is committed to a “positive and productive learning and working environment.” This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that “seriously disrupts the lawful education and related activities of students and/or university staff”. Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.