

The University of Western Ontario
2017-2018

FNS 1020E: Introduction to First Nations Studies
Lecture: Tuesdays, 1:30 – 3:30 PM, VAC 100
Tutorials: Wednesdays, 10:30 – 11:30 AM, MC 105B
Fridays, 10:30 – 11:30 AM, SH 3305

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COURSE SYLLABUS

** This syllabus is a living document and subject to change.*

COURSE DESCRIPTION:

A survey of Canadian First Nations issues from academic, literary, artistic, and community perspectives. A number of themes are drawn on in this course, including Indigenous knowledge, cultural traditions, contemporary issues, historical background, oral history, socio-political contexts, arts, language and environment.

COURSE LEARNING OBJECTIVES AND GOALS:

Introduction to First Nations Studies will offer a comprehensive survey of knowledge and information on contemporary First Nations peoples of Canada. The overall objective is two- fold:

1. To provide a broad knowledge set that will assist students to critically engage with issues affecting First Nations people. This knowledge set will focus special attention on the cultural, social, political, and epistemological understandings of historic and contemporary events involving First Nations people.
2. To assist students in the development of interdisciplinary research skills. As the course progresses, students will work with university research staff and will be exposed to community-based researchers, all with the aim of developing research skills related to addressing issues of historical, social, political, environmental and cultural relevance to First Nations people.

The learning objectives of this course encourage the development of a broad knowledge base and

a culture of meaningful research. Additional learning objectives seek to provide students with a knowledge-set that is specific to pursuing an academic path in First Nations Studies, and will emphasize:

- Indigenous voices: Introduce students to current Indigenous scholarship, cultural experts, Elders, and researchers.
- Interdisciplinary approaches to learning: Students will be exposed to a range of subjects and perspectives bridging disciplinary boundaries.
- Indigenous Pedagogical Approach: The course includes a range of assignments that will provide students with the required university level skills in writing, but is framed within the context of privileging, protecting, preserving Indigenous knowledge systems.

COURSE PREREQUISITES:

No prerequisites. 2 lecture hours, 1 tutorial hour, 1.0 course.

COURSE MATERIALS:

Readings/Textbooks

The required readings for this course include one textbook and a collection of short stories that can be purchased at The Bookstore at Western (<http://www.bookstore.uwo.ca/>).

- Belanger, Yale. *Ways of Knowing: An Introduction to Native Studies in Canada*. Nelson Education Ltd., Second Edition, 2014. ISBN: 978-0-17-650863-0
- King, Thomas. *The Inconvenient Indian: A Curious Account of Native People in North America*. Anchor Canada, 2013. ISBN: 978-0-385-66422-6
- The remainder of the required articles and chapters are available electronically via Internet link and/or OWL.

Recommended Textbooks

- Finnbogason, Jack and Al Valteau. *A Canadian Writer's Pocket Guide*, 5th ed. Toronto, ON: Nelson Education, 2014. ISBN: 978-0-17-653161-4

COURSE FORMAT

Participation and Respect

Community (noun): a group of people living together in one place, esp. one practicing common ownership

We are a learning community—our classroom a common space where we work together around a common goal. Like any community, the choices individual community members make affect the whole group—every single one of us makes choices that can help or harm our community or ourselves. In our community, we practice common ownership of knowledge with a goal of

learning the foundational skills we need to succeed in this course. Negative or destructive attitudes/behaviors will make it harder for our community to flourish. For this reason, behaviors that are in any way destructive or disrespectful will not be tolerated.

Participation is vital for our community. Every person here has something creative and thoughtful to teach us, so each person is expected to participate both as a listener and as a speaker. Every person's ideas/input will be important to the outcome of individual and group assignments and projects. Participation will be part of your grade and will be earned through attendance, completion of readings, discussion, and participation in class activities. Everyone is expected to be on time, and respectful to each other.

Furthermore, our weekly classes are run in a lecture format with students taking part in activities, group work, discussions, and guest lecturers. Guest lectures will be in-person or over Skype (first/second half of class). As a result, this course is rooted in class discussion and in order to learn from each other and create an engaging class community and environment, it is vital that you attend all classes, complete the readings before class, and come prepared with your thoughts, questions, and reflections.

Attendance is extremely important since our class is based on classroom activities such as group discussions.

METHODS OF EVALUATION

Your attendance and participation is critical to your success in this course. It is requested that you notify the professor prior to class if you are unable to attend. Assignments will be considered late if the student is absent on the due date without making prior arrangements; late assignments will **lose 5 points per day**. The grading breakdown follows (more detailed descriptions of assignments to be distributed in class and via OWL):

Value	Assignment	Due Date
10%	Participation/Class engagement/Questions; via tutorial	N/A
10%	Tutorial Presentations (oral and written component) & creation of a textbook chapter	Sign up in tutorial
5%	Book Reflection (Inconvenient Indian)	October 24 th
10%	Mid-term Test	<i>During December exam period</i>
10%	Research Essay Part 1	February 15 th
15%	Research Essay Part 2	March 22 nd
10%	Creative Assignment	April 10 th
30%	Final Exam	<i>During April exam period</i>

All assignments will have descriptions provided to the students no less than three weeks prior to the due date. These descriptions will be posted on OWL for student access. Students are encouraged to direct questions regarding the assignments to the instructor and/or teaching assistants in a timely fashion. Students are encouraged to bring questions to office hours. Questions sent electronically will be answered within 2 working days of message receipt (i.e., an emailed question received Friday at 6 pm will receive an answer by Weds. at 9 am).

**Grading rubric will be distributed for each assignment in class.*

TENTATIVE CLASS SCHEDULE

Readings listed are to be completed before class and will be discussed on the date listed. Read ahead and be prepared for class. The reading schedule is a plan. Come prepared to discuss the **required** lecture reading for the class.

Term 1 (September – December)		
DATE	LECTURE TOPIC	READINGS (to be read before lecture)
Week 1		
Sept. 7	Introduction to the class instructor, rules, assignments, and examinations	
Week 2		
Sept. 12 & 14	Introduction: What is First Nations Studies	<ul style="list-style-type: none"> Valandra, E. (2016). God Made Me an Indian. <i>Wicazo Sa Review</i>, 31(1). Kidwell, C. S., & Velie, A. R. (2005). <i>Native American studies</i>. Edinburgh: Edinburgh University Press; 1-82.
Week 3		
Sept. 19 & 21	Indigenous Thought & Philosophy/Indigenous Knowledge	<ul style="list-style-type: none"> Belanger: Preface & Chapter 1 Marie Battiste and James (Sa'ke'j) Youngblood Henderson (2000). "What is Indigenous Knowledge?" <i>Protecting Indigenous Knowledge and Heritage</i>. Saskatoon, SK: Purich; 35-56.
Week 4		

Sept. 26 & 28	Museums as a Site of Public Education	<ul style="list-style-type: none"> • King: Preface, Chapter 1 & 2 • Belanger: Chapter 3
Week 5		
Oct. 3 & 5	Place Based Knowledge – Indigenous Geography	<ul style="list-style-type: none"> • R Herman (2008) Reflections on the Importance of Indigenous Geography. <i>American Indian Culture and Research Journal</i>: 2008, Vol. 32, No. 3, pp. 73-88. http://uclajournals.org.proxy1.lib.uwo.ca/doi/pdf/10.17953/aicr.32.3.n301616057133485 • King: Chapters 3-5 • Belanger: Chapter 2
Week 6		
Oct. 10 & 12	Indigeneity and Settler States: Canada	<ul style="list-style-type: none"> • King: Chapters 6-8 • Belanger: Chapters 4 & 5
Week 7		
Oct. 9-13	Reading Week	
Week 8		
Oct. 17 & 19	The Natural World & Human Responsibilities	<ul style="list-style-type: none"> • King: Chapters 9 & 10 • Cajete, G. (1994). <i>Look to the mountain: ecology of indigenous education</i> (1st ed.). Durango, Colo: Kivakí Press; 74-114. • Deloria, Vine. <i>The World we used to Live in: Remembering the Powers of the Medicine Men</i>. Fulcrum Pub, Golden, Colo, 2006. Chapter 5
Week 9		
Oct. 24 & 26	Contemporary Environmental Issues	In-Class Video: Arctic Defenders

	Due: 10/24 Book Reflection	<ul style="list-style-type: none"> • Belanger: Chapter 7 • Droz, PennElys. "FINDING BALANCE: THE MINÍ WICÓNI SUSTAINED NATIVE COMMUNITY AT STANDING ROCK." <i>Cultural Survival Quarterly</i>, vol. 41, no. 1, 03, 2017, pp. 20-21, <i>Alt-PressWatch</i>; <i>Ethnic NewsWatch</i>,
Week 10		
Oct. 31 & 2	Research Legacies	<ul style="list-style-type: none"> • Smith, Linda T. <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. Zed Books, New York;London;, 2012. Chapter 2 and Chapter 3
Week 11		
Nov. 7 & 9	Indigeneity	<ul style="list-style-type: none"> • Hunt, Sarah. "Ontologies of Indigeneity: The Politics of Embodying a Concept." <i>Cultural Geographies</i>, vol. 21, no. 1, 2014, pp. 27-32. • TallBear, Kim. "Genomic Articulations of Indigeneity." <i>Social Studies of Science</i>, vol. 43, no. 4, 2013, pp. 509-533.
Week 12		
Nov. 14 & 16	Native Militarism Guest Lecture: Evan Habkirk	<ul style="list-style-type: none"> • Belanger: Chapter 8 In-class film: Forgotten warriors
Week 13		
Nov. 21 & 23	The politics of Indigenous performance and poetry	TBA
Week 14		

Nov. 28 & 30	North American Border Issues You on Indian Land. https://youtu.be/URpZwAuvxjQ	<ul style="list-style-type: none"> • Luna-Firebaugh, Eileen M. "The Border Crossed Us: Border Crossing Issues of the Indigenous Peoples of the Americas." <i>Wicazo Sa Review</i> 17.1 (2002): 159-81. • Kate Morris. "Running the 'Medicine Line': Images of the Border in Contemporary Native American Art." <i>American Indian Quarterly</i>, vol. 35, no. 4, 2011, pp. 549–578. <i>JSTOR</i>, www.jstor.org/stable/10.5250/a-merindiquar.35.4.0549.
Week 15		
Dec. 5 & 7	Semester Review	No reading
Week 16		
Dec. 10 -21	Mid-Term Examination Period – exam date to be announced	Cheerful Vacation!
Term 2 (January – April)		
Week 1		
Jan. 9 & 11	Indigeneity & Settler States: USA	<ul style="list-style-type: none"> • Aikau, Hokulani K. "Indigeneity in the Diaspora: The Case of Native Hawaiians at Iosepa, Utah." <i>American Quarterly</i>, vol. 62, no. 3, 2010, pp. 477-500. • Seaton, Melynda. "Native American Art Today in the Great Plains: An Overview of the Exhibition Contemporary Indigeneity: Spiritual Borderlands." <i>Great Plains Quarterly</i>, vol. 37, no. 1, 2017, pp. 37-56.
Week 2		

Jan. 16 & 18	Indigeneity & Settler States: Aotearoa/New Zealand	<ul style="list-style-type: none"> • McCORMACK, FIONA. "Levels of Indigeneity: The Maori and Neoliberalism." <i>The Journal of the Royal Anthropological Institute</i>, vol. 17, no. 2, 2011, pp. 281-300. • Margie Kahukura Hohepa (Ngāpuhi). "Educational Leadership and Indigeneity: Doing Things the Same, Differently." <i>American Journal of Education</i>, vol. 119, no. 4, 2013, pp. 617-631.
Week 3		
Jan. 23 & 25	Indigeneity & Settler States: Australia	<ul style="list-style-type: none"> • Martin, Richard J., and David Trigger. "Negotiating Belonging: Plants, People, and Indigeneity in Northern Australia." <i>Journal of the Royal Anthropological Institute</i>, vol. 21, no. 2, 2015, pp. 276-295. • Walter, Maggie, and Kathy Butler. "Teaching Race to Teach Indigeneity." <i>Journal of Sociology</i>, vol. 49, no. 4, 2013, pp. 397-410.
Week 4		
Jan. 30 & Feb. 1	Indigeneity & Settler States: UNDRIP and beyond View video: The Rights of Indigenous Peoples, James Anaya https://www.youtube.com/watch?v=OK9tCC3A4go&t=2811s	<ul style="list-style-type: none"> • United Nations Declaration on the Rights of Indigenous Peoples • Champagne, D. "UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples): Human, Civil, and Indigenous Rights." <i>Wicazo Sa Review</i>, vol. 28 no. 1, 2013, pp. 9-22.
Week 5		
Feb. 6 & 8	Education in Historical Perspective	<ul style="list-style-type: none"> • Carr-Stewart, Sheila. 2007. Treaty 6 education: In search of her majesty's bounty and

		<p>benevolence. <i>Canadian Journal of Native Education</i> 30, (2): 231-247.</p> <ul style="list-style-type: none"> • Dickason, Olive P., David A. Long, and Roderic P. Beaujot. <i>Visions of the Heart: Issues Involving Aboriginal Peoples in Canada</i>. Oxford University Press, Don Mills, Ontario, Canada, 2016. Pp. 241-262
Week 6		
Feb. 13 & 15.	<p>Indigenous Women</p> <p>Due: Feb. 15 – Research Part 1.</p>	<ul style="list-style-type: none"> • Valaskakis, Gail G., Madeleine D. Stout, and Éric Guimond. <i>Restoring the Balance: First Nations Women, Community, and Culture</i>. University of Manitoba Press, Winnipeg, 2009;2011; pp. 13-68
Week 7		
Feb. 19 - 23	Reading Week	
Week 8		
Feb. 27 & Mar. 1	Contemporary Education Matters	<ul style="list-style-type: none"> • Truth & Reconciliation Calls to Action • White, Jerry P., and Julie Peters. "Editors' Commentary: The Challenges in Improving Indigenous Educational Attainment." <i>International Indigenous Policy Journal</i>, vol. 4, no. 4, 2013, pp. 6.
Week 9		
Mar. 6 & 8	Political Economy	<ul style="list-style-type: none"> • Belanger: Chapters 9 & 10
Week 10		
Mar. 13 & 15	Self-Government	<ul style="list-style-type: none"> • Belanger: Chapter 11 • Anaya, James S. "Self-

		Determination: A Foundational Principle.” <i>Indigenous Peoples in International Law</i> . 2 nd edition, New York & Oxford University Press, 2004; 97-128
Week 11		
Mar. 20 & 22	Trajectories of the Truth & Reconciliation Commission Due: 3/22 Research Essay Part 2	<ul style="list-style-type: none"> • Vowel, Chelsea. “Monster”, <i>Indigenous Writes: a guide to First Nations, Metis & Inuit Issues in Canada</i>. Winnipeg: Highwater Press, 2016: 171-180. <p>http://www.cbc.ca/beta/news/indigenou/s/lax-kwalaams-first-graduating-class-1.3956203?cmp=abfb</p>
Week 12		
Mar. 27 & 29	Indigenous Health	<ul style="list-style-type: none"> • Belanger: Chapter 13 <p>http://www.who.int/healthsystems/topics/financing/healthreport/IHNo33.pdf</p>
Week 13		
Apr. 3 & 5	Indigenous Media Production Review for the Final Exam (4/5)	<ul style="list-style-type: none"> • Belanger: Chapter 14
Week 14		
Apr. 10	Due: Creative Assignment (Textbook) & Celebration!	No readings
Week 15		
Apr. 14-30	Final Examination Period – exam date to be announced	

ASSIGNMENT DESCRIPTIONS

****Make sure to put your name, student number, the title of your assignment, the date, name of the instructor and teaching assistant, page numbers, and any other pertinent information requested by the instructor on all submitted assignments. Marks may be taken off of assignments that do not include this necessary information.*

Lecture:

Students are expected to attend all lectures. The first 15 minutes of the class will include bi-weekly quizzes, any notices, announcements and discussion of current events. Students are encouraged to bring up any current events or pertinent news stories involving Indigenous peoples in Canada. Summaries of the lectures will be posted on OWL along with an “overview” of the PowerPoint presentation, but not the actual PowerPoint given in class. Students with special accommodations are asked to contact the professor to get copies of the full-length PowerPoint presentations. The last 15 minutes will be discussion and question period.

OWL:

Special announcements, lecture summaries, the course syllabus, handouts, links to important websites, and other important information will be posted on OWL. Please check OWL frequently to keep up to date.

Tutorials:

The tutorials accompany the lectures and are not lecture spaces. No lectures or guest speakers will take place in the tutorials by the tutorial supervisors. The tutorials are spaces where students will conduct their mandatory presentations and engage in additional discussions about the weekly readings. Your Teaching Assistant is there to supervise presentations and facilitate discussion. The goal of the tutorials is to ensure that students understand the course readings, so that they are prepared for the mid-term and final exams.

Participation, class engagement, and tutorials 10% (5% Term 1 and 5% Term 2)

It is vital that everyone read **all the required readings** each week, come to class prepared, and ready to actively to participate by addressing the comments/questions of your peers. Remember we are a community and it is expected that as a community we will agree and disagree but we will come together through discussions. This is a positive aspect of our discussions. Students are required to attend all classes.

Tutorial Presentations (8%): (Oral component & Written component)

Students will prepare and deliver one group presentation in the course. Students will choose groups and topics in the first and second tutorial, in September. The presentations will start in week three of September, and each one will focus on one of the four thematic chapters in *Ways of Knowing: An Introduction to Native Studies in Canada* or the required readings. The tutorial leader will place any students who are late or do not show up into a group. Students will go in groups or by themselves if there are not enough students to form groups or if there is an available slot left over. It is up to the students to exchange names and contact information. Groups should

be two to three people; however, if the tutorial is small or large then it is up to the tutorial leader's discretion in arranging the group sizes. In term 1 - students are expected to choose one of the weeks between Sept-Dec. and then they will do a presentation for the readings assigned to that specific week. Students are responsible for presenting on exactly that week (not before or after that week – on that week!). The presentations should not go longer than 15 minutes, with the remaining time dedicated to presentation discussion. You will be graded on the following rubric:

Oral Component

For the oral group presentation, the student groups are expected to do more than merely summarize the chapter presented in the book. Students will also be assessed on **creativity**, the level of **research** they put into their presentation, and the **context** of their subject. **Creativity:** If a group is presenting on the chapter titled “Health & Wellbeing,” the group might want to try a creative exercise in which students in the class are asked to design an Indigenous-based food guide that addresses accessibility to food, traditional values, access to land and resources. Students might then present their findings to the tutorial. **Research:** For the research component, the tutorial leader will be looking to see if the group was able to draw on knowledge and information from two key areas: the text, and outside scholarly materials. The group should be able to find relevant information about the subject matter from outside books, journal articles, or media. If the group relies too much on one source (either the course text or a single media source) their mark might suffer. **Context:** Context is everything! The group presenting on a particular subject area should discuss matters that are relevant to this area.

Written Component (Total: 3 pages)

There will be two parts to the written component. The first part is a summary of the group project that explains the following: 1. A rationale of the subject chosen this should be no more than a paragraph long, and will explain the reason why a group chose a particular topic, the significance of the topic to Indigenous peoples, and the methodology chosen by the group in the study of the topic. 2. A brief methodology that describes how the group decided to research and present on the topic. For instance, if a group is presenting on the chapter “Ways of Knowing,” the group might decide and write about why focusing on traditional ecological knowledge is the best approach to transferring Indigenous knowledge. 3. A one-page summary of the tasks agreed to and assigned to each group member for the presentation. 4. A bibliography of sources used for the presentation. The second part of the written component is a private description of duties written by each group member. This part of the assignment will detail what each group member and the challenges they encountered. Each group member is to submit the first shared part of the written component, and group members are also responsible for attaching their private description of duties to the document. The tutorial leader will only see this second document.

Textbook chapter (Total: 2 academic journal articles, 2 book chapters, and 1 news article)

This project is designed to support your group's presentation and written component. The group is to compile 5 sources to support their topic. Sources are to be submitted as hard copies to the tutorial leader. There is a 1-page write-up to states why the group chose these selected readings and how it buttresses the tutorial presentation.

Book Reflection: The Inconvenient Indian (worth 5%)

Students will read this book for two main reasons: to develop an appreciation of writing as a craft in First Nations Studies, and to develop a critical awareness of issues around Indigenous history, non-Indigenous misperceptions about Indigenous peoples, and some of the misunderstandings that are at the core of these misperceptions.

For your paper, you are being asked to choose a topic of analysis in King's book, and expand on it with the following question in mind, "Why is this an important topic of discussion in a First Nation's Studies class?" You might choose to explore a particular issue, such as the hanging of Louis Riel for the Northwest Rebellion of 1885 (pg. 10 – 17), or you could choose to write a biography of a particular historical figure discussed in King's book, such as John Collier (pg. 132 – 133) but with the same stipulation, "**Why is this an important topic of discussion in a First Nation's Studies class?**"

For your paper, you are expected to draw on additional sources that reinforce your analysis. Four sources are required. King's book counts as one source, so you must find three other academic sources.

The length of the essay is 500 – 1000 words: 2 – 4 pages, double-spaced; MLA documentation style. **Marking Rubric (10 marks):** *Introduction* 2 marks; *Content* 4 marks; *Conclusion* 2 marks; *Style* 2 marks.

Submit on paper and electronically by 1:30 pm, October 24

Creative Assignment (worth 10%)

For this assignment, students will have the opportunity to express themselves artistically, in a manner they feel most comfortable with, on an issue directly related to the course. Over the course of term 1, the students will meet with the professor to discuss their ideas for a creative project. In the past, students have chosen to compose a song and then perform it for the class, or students have chosen to sew regalia, bead a hair barrette, or create a painting. This assignment is expected to be student driven, and as the creative work is produced the student is expected to document the progress through photographs. The creative assignment will be assessed on form and aesthetic, dedication to the process and product, and the final presentation or composition.

The length of write-up is 500 – 1000 words: 2 – 3 pages, double-spaced; MLA documentation style. **Marking Rubric (10 marks):** *Introduction* 2 marks; *Content* 4 marks; *Conclusion* 2 marks; *Style* 2 marks.

Submit on paper and electronically by 1:30 pm, April 10

Research Essay (worth 25%):

Part 1: Outline and Annotated bibliography (worth 10%)

At the end of each chapter of *Ways of Knowing: An Introduction to Native Studies in Canada* there is a list of questions. Choose one (1) of these questions to do an essay. Students are allowed to reference the textbook, but the papers **must** reference additional sources. At the end of each chapter there is a list of relevant references. The outline (which will include the selected question) must be submitted for approval, along with five to eight preliminary sources in a proper annotated bibliography – including books, journal articles, government websites/reports, Indigenous organizations websites/reports. Use the MLA documentation style for the bibliography. The outline should be 1-2 pages in length, and the annotated bibliography. For each source, students are expected to write between one half page double-spaced and a full page. Each source should be explored and compared and assessed for its currency, relevance (to your essay), accuracy, authority, and purpose. Besides the initial question that started your query, the outline must also include the following information:

- Thesis statement. Your thesis will act as a response to the question that started your research.
- Rationale. For your rationale, you must offer one or two paragraphs describing why you chose this topic and the databases you used to compile your sources.
- Framework. You will clearly lay out each of the sections for your essay, the introduction, three corresponding sections to prove your thesis, and conclusion. In the framework you must set out how each section connects to the thesis, and points you are attempting to make in each section. Do not use point-form, but write complete sentences in paragraph form.

This assignment will coincide with a second research methods workshop, to be held in Weldon Library early in the second semester.

Part 2: Essay (worth 15%)

In Term 2, students will write a formal essay in relation to a reading review question found in the Belanger text (from the list below). The length of the essay should be no shorter than 7 pages and no longer than 10 pages double spaced (or 2000 – 4000 words); **MLA documentation style**.

The essay will be the result of your effort to draw out your thesis and outline through an exploration of at least five additional sources (which may be drawn from the “Further Reading” section of the text). This research paper is meant for you to pose a question (as offered in the Belanger text) and then offer a critical response (your thesis), which you support through research and analysis of the topic.

Questions to choose from *Ways of Knowing*: Page 22, Question 4
Page 47, Question 2
Page 71, Question 1

Page 104, Question 2

Page 134, Question 3 or Question 4 Page 158, any of the 4 questions Page 180, Question 3

Page 207, Question 2

Page 243, Question 4
Page 270, Question 4
Page 295, Questions 1, 2, or 4
Page 325, Question 4
Page 352, Questions 1, 3, or 4
Page 374, Question 2
Page 400, Questions 2, 3, or 4

Final Examination (worth 20%):

The final examination will take place in Term 2 in April 2018. The date will be determined in Term 2. The exam will cover the entire year, from September to April. The exam will include multiple choice, fill-in the blank, short paragraph answers and one (1) essay question. (3 hrs. long). It will be a sit down, closed book exam. The exam will review lectures, films and guest lectures throughout the entire year.

THE UNIVERSITY OF WESTERN ONTARIO FACULTY OF SOCIAL SCIENCE **PLAGIARISM**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

- A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the

reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note: You cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

- B. In adopting other writer's ideas, you must acknowledge that they are theirs. You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject. In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form.

In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Ursula Doxtator, Program

Coordinator, First Nations Studies Program, 519-661-2111 x86429, udoxtato@uwo.ca.

POLICIES AND GUIDELINES

You must follow all assignment instructions and codes of the university handbook (http://www.uwo.ca/univsec/academic_policies/).

1. Syllabus is subject to changes in order to facilitate corrections, clarification, and the inclusion of guest speakers.
2. Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. *If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health. If you require academic accommodations due to disability you must be registered with Services for Students with Disabilities (SSD) at 661-2111 x 82147. These disabilities include, but are not limited to, vision, hearing and mobility impairments, learning disabilities, chronic illnesses, chronic pain, and attention deficit/hyperactivity disorders. Your instructor will work with you and SSD to best address your needs.*
3. Prerequisite checking - the student's responsibility.
4. In cases of missed class or classes for bereavement, spiritual holidays or serious illness, students must notify the professor of their situation in order to make necessary accommodations.
5. Minimum attendance required to take final examination in the University regulations stipulate that an instructor may refuse to let a student take the final examination in a course if the student has, in the instructor's judgment, missed too many classes. In the case of this course, I will set the threshold at five tutorials or lectures per term: any
6. Assignments are to be typed in twelve-point font and formatted according to MLA style.
7. Students that miss a presentation will receive a failing grade. If there is a prior arrangement then some accommodation can be made to possibly move a date if there is another date available; however, the schedule is strict. Be aware that it is your responsibility to notify the instructor of an impending challenge arising with your presentation.
8. In cases of missed class or classes for bereavement, spiritual holidays or serious illness, students must notify the instructor of their situation in order to make necessary accommodations.
9. All classes and assignments are mandatory and not optional. Accommodations will follow only for students who can provide documentation or have made prior arrangements with the instructor. It is the student's personal responsibility to attend lectures and complete all assignments outlined in the syllabus.
10. Non-medical absences. Failure to meet the assignments submission deadlines can result in a failure. End date for all "late" assignments is the same date as the final exam. No late assignments will be accepted after April 10, 2018 and will receive the mark of 0 or fail (unless there have been prior arrangements with the instructor). Note that if you are late in handing in an assignment, it is your responsibility to ensure that the instructor receives a hard copy.
11. Late penalties will be calculated as a **loss of 5% per day**. End date for all "late"

assignments is the same date as the final exam.

12. Medical absences will follow the university codes as set out in the university's policy: http://www.sdc.uwo.ca/ssd/documentation_requirements.html. Documentation is required for medical academic accommodation and it should be submitted by the student directly to the appropriate Faculty Dean's office and not to the instructor. It will be the Dean's office that will determine if accommodation is warranted. Students must provide in writing a date when their assignment(s) will be submitted. Failure to follow these procedures and submit an assignment in a timely manner will result in a failing grade. Providing such documentation is submitted, reasonable effort will be made to accommodate your situation. If such documentation is not provided, I will impose a failed grade on assignments that are submitted after April 10, 2018.
13. Support Services within the Student Development Centre:
 - a. Writing Support Centre: <http://www.sdc.uwo.ca/writing/>
 - b. Learning Skills Services: <https://www.uwo.ca/sdc/learning/>
 - c. Psychological Services: <http://www.sdc.uwo.ca/psych/>
 - d. Services for Students with Disabilities: <http://www.sdc.uwo.ca/ssd>
 - e. Indigenous Services: <http://indigenous.uwo.ca/welcome/index.html>
 - f. Registrar's Services: <http://registrar.uwo.ca/index.html>
14. Use of Electronic Devices. Students are permitted to use laptops for class note taking only (no Facebook, Skype or any other peer to peer communication services are permitted – students caught using those sites will be asked to leave). Turn phones to mute while in class. Students are permitted to digitally record the lectures on a voice recorder. However, students are not allowed to take and then distribute the contents of the recorded lectures or the actual recordings for any reason. The content of the lectures are the ownership of the instructor and shall not be reproduced for any reason without permission of the instructor.
15. 2017-2018 Academic calendar: <http://www.westerncalendar.uwo.ca/2016/index.html>

ACADEMIC INTEGRITY

Students are expected at all times to follow university policies concerning academic integrity. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; plagiarism - claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the university; and nondisclosure or misrepresentation in filling out applications or other university records. Plagiarism is a major academic offense (see Scholastic Offense Policy in the Western Academic Calendar). I will be available to discuss any questions or concerns you may have about academic and professional ethics during office hour.

