



International Indigenous Studies Program

Website: <https://arts.ucalgary.ca/international-indigenous-studies>

(Winter 2023)

INDG 303 L01 Indigenous Ways of Knowing and Being

Pre/Co-Requisites	
Instructor: Ramona Beatty	Lecture Location: ST 127
Phone:	Lecture Days/Time: TWRFS- 8:30 – 4:30
Email: rgjbeatt@ucalgary.ca	Office: SS721
Instructor Email Policy: I will respond to emails within 48 hours but not on weekends or holidays.	

COURSE DESCRIPTION

This course offers an introduction to the basic epistemologies (ways of knowing) of Canadian Indigenous peoples with an emphasis on the theoretical, epistemological, and ontological principles that form Indigeneity. We will explore Indigenous ways of knowing, being and doing and how these domains inform the conceptualization, construction, and renewal of knowledge. The course will examine the constructs of Indigeneity and how they are informed by relationship, collective responsibility, reciprocity, respect, spirituality, and identity. Indigenous knowledge is relational and participatory; hence, the general structuring of the class and the assignments will reflect this perspective. Students will be required to explore Indigenous epistemology through engaging and participating in a process that will reflect Indigenous methods of knowledge creation and validation.

COURSE OBJECTIVES & LEARNING OUTCOMES

The International Indigenous Studies Program has a range of capacities and critical thinking skills that our Majors will develop over the course of their degree. This course sets you on the pathway to achieving them.

For the full list of program learning outcomes expected at the end of the degree, please see:

<https://arts.ucalgary.ca/international-indigenous-studies/about/program-statement>

For this Course, the learning objectives are:

- To articulate how issues, ideas, living and inanimate beings, and communities are interrelated
- To increase the student's awareness of, understanding of, and respect for Indigenous worldviews and perspectives, knowledge, realities, experiences
- To introduce the student to ways of knowing that fall outside the western scientific precepts
- To demonstrate insights about Indigenous realities from a multi-disciplinary approach (e.g., history, social work, education, sociology) to the field of Indigenous Studies.
- To give the student experience at critically thinking and analyzing Indigenous peoples' experiences within a historical and contemporary context.
- To demonstrate an awareness of the fundamental concepts of the course and how together they aid

INDG 303 L01

in the understanding of issues faced by Indigenous peoples

- To develop in the student an understanding of colonialism, and the diverse and enduring impacts upon Indigenous people, and the legacy of the colonial relationship.
- To expand understanding of the concepts of de-colonization
- To expand understanding of the concepts of Indigeneity
- To analyze the nuances of one's own social, political, and economic position in the context of the histories of Indigenous peoples
- To compare ideas through a diverse array of Indigenous systems and sources of knowledge
- To explore areas of personal and societal transformation that leads towards a decolonized world

Relationship to other courses- This course is a prerequisite to SOWK 555.43 and INDG 305. This course is part of a core curriculum for the International Indigenous Studies Program and an elective for the BSW Program in the Faculty of Social Work.

Course Structure and Instruction Methods

The course draws from a mixture of Western and Indigenous knowledge. Methods include short lectures, videos, class discussions, student presentations. The lectures provide the basic course material. The course syllabus and schedule may be altered throughout the term to accommodate emerging issues and events.

REQUIRED TEXTBOOK(S)

No required textbook

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Attendance and Participation	5 days x 5% = 25%	Daily
Reflective Essay # 1	15%	January 4
Reflective Essay #2	25%	January 27
Podcast/Vodcast	35%	March 31
Total	100%	

If a student misses a required course component, please get in touch the instructor as soon as possible (see Late Penalties).

COURSE SCHEDULE & TOPICS

January 3

Introductions, outline review

January- Lecture - Indigenous Knowledge- PowerPoint

Readings:

THE SERVICEBERRY, An Economy of Abundance

by Robin Wall Kimmerer

https://emergencemagazine.org/essay/the-serviceberry/?fbclid=IwAR1Lw6zDj-Zad2g8rOZPDa9Pj3xZq3kQaF4OogbVUw7glyb9_TvqAvgCl1c

Elder's Protocol and Guidelines, Council on Aboriginal Initiatives, University of Alberta

[Elder's Protocol and Guidelines | aboriginal policy studies \(ualberta.ca\)](#)

Jagged Worldview, Chapter 5 by Leroy Little Bear in Marie Battiste Ed., Reclaiming Indigenous Voice and Vision

Mind, Body Emotions and Spirits: reaching to the ancestors for healing; Glen McCabe,

Counselling Psychology Quarterly: 2008-06-01, Vol.21

January 4 - Indigenous Knowledge

Lecture

Small group discussion

Watch:

Gregory Cajete – **Indigenous Education**

Readings:

Indigenous Worldviews, Knowledge, and Research: The Development of an Indigenous Research Paradigm, Michael Anthony Hart, Journal of Indigenous Voices in Social Work Nitsiyihkâson: The Brain Science Behind Cree Teachings of Early Childhood Attachment, First Peoples Child and Family Review, 2014, Vol 9. No. 1

January 5 – Stories

Lecture

Small group discussion

Readings:

Miyo-pimātisiwin Developing Indigenous Cultural Responsiveness Theory (ICRT): Improving Indigenous Health and Well-Being, Jolee Saskamoose et al. International Indigenous Policy Journal, 2017, Vol 8

Wise Practices: Integrating Traditional Teachings With Mainstream Treatment Approaches- Native Social Work Journal, Vol. 8, pp.43-55 by Herbert C. Nabigon and Annie Wenger Nabigon

https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21596651800004336

Watch:

Willie Ermine - Spiritual health in times of crisis

January 5- Review and closure

Watch:

INDG 303 L01

Dr. Jolee Saskamoose -Indigenous cultural responsiveness theory

Please note that the above schedule is tentative and may change as the need arises.

ASSIGNMENTS

ESSAYS/RESEARCH PAPERS

Reflective Essay #1- January 4- 15%

The student will complete a reflection essay related to course readings and lecture concepts. The essays will consist of 5 pages double spaced that will demonstrate reflection and application of class concepts. The reflective writing should cover the course readings, lectures, and discussions from January 3-4. The work should refer to these and must demonstrate analytical thought on the part of the author.

The concept of “Indigenous Knowledge” is complex and it is important to consider these concepts carefully via Critical Thinking. Critical Thinking involves the ‘thinking about’, and the ‘questioning of’ knowledge presented, versus the mere ‘acceptance’ of knowledge presented. The process of Critical Thinking is much more in line with Indigenous Knowledge as I encourage students to think for themselves and to engage in deep reflection.

All sources that you use should be properly cited. The essay must have proper grammar and essay structure, including an introduction, discussion/argument, and conclusion. Citation format APA or MLA. Please submit the paper via the drop box in the course’s D2L site.

The rubric that will be used to assess the essay will be posted on D2L.

Reflective Essay #2- January 27 - 25%

The student will complete a reflection essay related to course readings and lecture concepts. The essays will consist of 8 – 10 pages double spaced that will demonstrate reflection and application of class concepts. The reflective writing should represent an issue of the student’s choice from the course reading, films, and discussions. The work should refer to these and must demonstrate analytical thought on the part of the author.

Take an issue and discuss it in depth; do not simply write up a summary of the readings or class discussions.

The concept of “Indigenous Knowledge” is complex and it is important to consider these concepts carefully via Critical Thinking. Critical Thinking involves the ‘thinking about’, and the ‘questioning of’ knowledge presented, versus the mere ‘acceptance’ of knowledge presented. The process of Critical Thinking is much more in line with Indigenous Knowledge as I encourage students to think for themselves and to engage in deep reflection.

All sources that you use should be properly cited. The essay must have proper grammar and essay structure, including an introduction, discussion/argument, and conclusion. Citation format APA or MLA. Please submit the paper via the drop box in the course’s D2L site.

The rubric that will be used to assess the essay will be posted on D2L.

PARTICIPATION

Participation is deemed as engaging in class discussion and active participation in group learning. This course will be highly interactive and will include opportunities for active engagement during each class session, including organized discussions, debates, small group work. Student participation and responses will be graded based on **daily** attendance the consistency and thoughtfulness of your contributions and should highlight students' understanding and learning of course objectives and materials.

Attendance will be taken in the morning and afternoon session

Final Project- Podcast or Vodcast and script- 25%- Due March 31 via course D2L site

Students will develop a 20-30-minute Podcast or Vodcast that is a self-reflection piece that will highlight their self-awareness and understanding of their own cultural frames of reference when analyzing their learning of Indigeneity and Indigenous Ways of Knowing and Being. The reflection exercise requires a student to express what their analysis of course learnings and experience that is based on course readings, film & audio, lectures, discussions and their own course work. Students must submit an accompanying bibliography which details the sources of the information relayed in the podcast. The instructor will be the only person that will have access to the students' work.

The podcast software can be found for free at: <https://www.audacityteam.org/download/>

This assignment will take up to several hours to complete and is best done in stages and not in a single sitting.

Questions that will help you begin your reflective learning piece in a podcast format:

#1 - What was the most interesting thing you learned in INDG 303 and why?

#2 - What issues or concepts resonated with you?

#3 - Were there any questions or challenges that arose for you regarding Indigeneity? Why or why not?

#5- How has the course developed your understanding of Indigenous perspectives in ways that will be helpful to you in your life and chosen profession?

#6 - How has the course developed your understanding of Indigenous ways of knowing and being and current social and political Indigenous and Settler relationships?

#7 - What advice would you give a friend planning to take INDG 303? Be specific.

Suggested methodology:

Review the questions and the course objectives, jot notes about how your major assignments, class discussions and course materials impacted your learning and how major concepts informed your understandings. Develop your answers and provide specific examples that will support your answers. The podcast should analyze your learning of the course concepts and the relationship to the course objectives. Feel free to be creative.

The rubric that will be used to assess the podcast will be posted on D2L and is centred on the depth of reflection, connections made to class material, creativity, references, organization of material, word choice, flow, audience, and use of technology. **Like a paper, a podcast requires planning and research, a specific thesis or argument, writing and recording the material, and thorough editing.** Please submit the script and reference page and your podcast to the D2L drobox.

WRITING STATEMENT

INDG 303 L01

Written assignments are often required in International Indigenous Studies courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be considered in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

GRADING SCALE: The following grading scale will be used:

The International Indigenous Studies Program 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>.

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

These are the grade ranges and specific numeric values I assign to letter grades on D2L. An A+ is solely honorific, meaning that its grade point amount is the same as an A (4.0). I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

LATE PENALTIES

If students miss a required component of the course, they must contact the instructor in writing within 24 hours to discuss options to submit that component. Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments.

Email is a usual form of communication, but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one-on-one meeting outside of these hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is disruptive to others and will not be tolerated.

MENTAL HEALTH SUPPORTS

International Indigenous Studies covers topics that can have elements that are emotionally difficult to talk about. The INDG website contains supports and resources for students that can be accessed both on and off campus.

Please see:

- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus>

- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus-0>

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

INDG 303 L01

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Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at 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, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus 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 excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.