



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM
FACULTY OF ARTS**

**INDG 305 Lecture 02
Indigenous Ways of Knowing II
Winter 2022**

INSTRUCTOR: Ramona Beatty

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OFFICE HOURS: TWR – 4:30

COURSE DAY/TIME: MTWRF 8:30 – 16:30

DELIVERY METHOD: via Zoom and D2L

COURSE PRE-REQUISITES: 3 units from Social Work 201, Indigenous Studies 303, Social Work 553.30, Social Work 553.33 or admission to the BSW Post-Diploma

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.

CLASS STRUCTURE AND INSTRUCTION METHODS –

The course draws from a mixture of Western and Indigenous knowledge. The course draws from a mixture of Western and Indigenous knowledge. Methods include short lectures, videos, class discussions via Zoom and D2L. The course syllabus and schedule may be altered throughout the term to accommodate emerging issues and events.

Note: Readings for the scheduled day need to be read prior to class

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 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 and contrast ideas through a diverse array of Indigenous systems and sources of knowledge
- To explore areas of personal and societal transformation that lead 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.

REQUIRED TEXTBOOK AND ASSIGNED READINGS - No text is required for this course. Instead, readings will be available on the course D2L site.

REQUIRED TECHNOLOGY

There is a D2L site for this course which contains readings and other relevant class resources and materials.

To successfully engage in the learning experience s at the University of Calgary, students taking online, remote, and blended courses are required to have reliable access to the following technology:

- a computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built - in or external);
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speakers and microphone.

COMMUNICATION- I will respond to emails within 48 hours but not on weekends.

ASSIGNMENTS

REFLECTIVE ESSAY 2 x 20 % = 40%- January 4 and March 7

Students will complete two (2) reflection essays, worth 20% each, related to course readings and lecture concepts. The essay will consist of 6-8 pages double spaced that will demonstrate reflection and application of class concepts

The student will complete a reflection essay related to course readings and lecture concepts. The essay will consist of 8 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. In other words, discuss your ideas in depth; do not simply write up a summary of the readings or class discussion.

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 papers should have proper grammar and essay structure, including an introduction, discussion/argument and conclusion. **Citation format APA or MLA** Please **submit** the papers via the **dropbox** in the course's D2L site.

CLASS PARTICIPATION – 30 % - 5 days x6%=30%

Each morning and afternoon session attendance will be taken and students earn 3 % per session each day for a total of 6% x 5 days. The earned daily grade will be imported into the grade book at the end of each day of the Block week course.

Participation is deemed as attendance, class discussion and active participation in group learning. This course will be highly interactive and will include various opportunities for active engagement during each class session, including organized discussions, debates, small group work, etc. Your participation will be graded based on the consistency and thoughtfulness of your contributions, and on your alert and respectful interaction with others in the class.

Final Project- Podcast or Vodcast- Reflective learning - 30% - Due March 23 via the course D2L site

Student's 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 305 and why does it stick out in your mind?

#2 - What were the most challenging issues or concepts that you encountered and why did you find them to be challenging?

#3 - Were you able to address your challenges? If so, how? If not, why not?

#4 - Examining your responses to these questions, what concepts learned in the course best illustrate what might have been happening you and be detailed.

#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 - What advice would you give a friend planning to take INDG 305? Be specific.

Suggested methodology:

Look at the **questions** and the **course objectives**, jot notes about how your major assignments, class discussions and course materials impacted your learning experience. Also, how did these components inform your understandings of course constructs. Revisit the questions and course objectives and develop your answers and provide specifics that will illustrate your answers. The podcast/vodcast should analyze your learning of the course concepts and the relationship to the course objectives.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Reflection Essay 1	20%	January 4
Reflection Essay 2	20%	March 7
Participation	30%	Daily
Podcast/ Vodcast	30%	March 23

If a student misses a required course component, please get in touch the instructor as soon as possible.

COURSE SCHEDULE & TOPICS

January 3- Introductions and course overview

January 4 - Indigeneity and representation in urban and rural places and spaces. Connecting at the end of the day in the circle.

January 5 - Indigenous systems of knowing and being. Small group discussions via breakout groups. Connecting at the end of the day in the circle

January 6 – Elders Zoom visit. Questions and discussion. Connecting at the end of the end of the

day in the circle.

January 7 – Visiting our learning in small group discussions. Connecting our learning to each other within the circle and farewells

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

FINAL EXAMINATION - None

WRITING STATEMENT

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 taken into account 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
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	0-49.99

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

Provide a statement outlining how, if at all, penalties will be imposed on late submissions.

Suggestion: Deadlines will be treated seriously. It is unfair to students who meet deadlines if those who have taken extra time are treated the same. Late papers, those without an extension granted by the instructor, will be docked 3% per day (including weekends). Papers more than 7 days late will not be marked and shall receive a mark of 0%. A note of caution: computer failure is not grounds for an extension. Always back-up your work to avoid last-minute catastrophes. You have free access to auto-backup cloud services through OneDrive – please use them.

Students who confront emergencies are asked to reach out to the instructor as soon as they are able to do so. Documentation will be needed to confirm the emergency. In some cases, the only accommodation may be for the student to apply for a Deferral of Term Work from the Registrar's website.

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. All meetings will be held virtually (*for web-based courses*).

Email is a common 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. These meetings may be held virtually.

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 extremely 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

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation,

references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

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.

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>.

Reappraisals

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

The University Calendar states that for reappraisal of academic assessments (final grades):

“A student may request a reappraisal of a final grade. The only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

University Regulations

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student 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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

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 <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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.

Required Access to Technology

Please see the University’s resource page at https://ucalgary.service-ow.com/it?id=kb_article&sys_id=86e7438013753ac06f3afb2e144b031

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

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)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

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 www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, visit the Arts Students’ Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Tower, MT 116..

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/>.