



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM  
FACULTY OF ARTS**

**INDG 502.4 Lecture 01**

**Advanced Topics in Canadian Indigenous Studies: Applied Perspectives to Indigenous  
Research (projects)  
Winter 2022**

<b>INSTRUCTOR:</b>	Adela Tesarek Kincaid, PhD
<b>EMAIL:</b>	atkincai@ucalgary.ca
<b>OFFICE HOURS:</b>	Monday 11:00am on zoom or by appointment
<b>COURSE DAY/TIME:</b>	Tuesday 14:00 – 16:45
<b>ROOM:</b>	KNB 130
<b>DELIVERY METHOD:</b>	In person KNB 130 and synchronous web-based (select classes)
<b>COURSE PRE-REQUISITES:</b>	60 units (including 3 units in courses labelled Indigenous Studies at the 300 level or above)
<b>RESEARCH COACH:</b>	Nina Obiar

**COURSE DESCRIPTION**

Applied research uses new or existing knowledge to provide solutions to real-world challenges through practical application. This course is built around experiential student projects that work with, by and for Indigenous-focused organizations (NGOs) and/or Indigenous communities. The focus is on exploring Indigenous and blended applied research methods and protocols where students apply ethical approaches to working with Indigenous peoples, organisations and communities through their projects. The purpose of each applied project is to help find practical solutions and build services by using community-based approaches.

Experiential learning is connected to Indigenous ways of learning and doing. This course will provide opportunities for students to engage in direct learning where they reflect on, apply and learn by seeing and doing and by providing opportunities to connect and work with organizations and to direct their own learning. The instructor will act as a facilitator and guide. Experiential learning opportunities such as the one being offered through this course provide work integrated learning and prepare students for professional engagement with organizations.

**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>

The course incorporates an applied project-based and experiential approach to teaching and learning. Methods will include short lectures, case studies, videos, podcasts, class discussions, student presentations, guest lectures and collaborative learning. The course syllabus and schedule might change throughout the term as needed. Assigned readings should be read prior to class.

Upon successful completion of the course.

1. Students will develop respectful practices and protocols when working with Indigenous communities/organizations
2. Apply community-based research approaches to their specific project
3. Chair meeting sessions and lead group committees to teach and support the class in building research skills
4. Select appropriate Indigenous and community-based approaches to apply to their research
5. Identify Indigenous informed strategies for collaborating with organizations on specific projects, formulate research questions, select methodologies so as to produce findings usable to practitioners
6. Articulate implications of research findings for the organization or community.
7. By the end of this course, students will be able to work collaboratively with one another and demonstrate peer support throughout the term in their committee work (i.e. ability to provide meaningful feedback)

### **REQUIRED TEXTBOOK(S)**

Please acquire the textbook from the University of Calgary bookstore. Additional readings will be posted on D2L.

McGregor, D., Restoule, J., & Johnston, R. (Eds.). (2018). *Indigenous Research: Theories, practices, and relationships*. Canadian Scholars.

### **REQUIRED TECHNOLOGY**

This course will take place in person and online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in asynchronous learning tasks using the D2L learning environment and **to attend** regular classes and synchronous Zoom sessions. Some classes will take place through Zoom during the scheduled class time. During online sessions please come prepared with a:

- computer with a stable internet connection
- web camera and a good microphone (headset or built into the computer) for class meetings and presentations
- current antivirus and/or firewall software
- current and updated web browser
- word processing software (Word)
- computer software that enables viewing videos and listening to podcasts

The class will participate in an online mini conference in collaboration with another senior-level course. Please add your full name below the video of yourself so that it is clearly visible to all in attendance. Please have your camera turned on and microphone muted upon joining the class.

Zoom is a video conferencing program that will allow us to organize a “live” video conference, so that we can have the opportunity to exchange ideas and learn from various disciplines virtually. To help ensure Zoom sessions are private, do not share the Zoom link or password with others (unless they are invited), or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. In person or online learning relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering a live or virtual Zoom classroom, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning and to advance student work or projects.

### **COURSE COMPONENT WEIGHTS AND DUE DATES**

All assignments including the committee workshop material, evidence of participation, presentation material and the final report are to be submitted through D2L before 11:59pm.

COMPONENT	WEIGHTING	DUE DATES
Participation	20%	Ongoing - assessed last week of classes*
Committee workshops	20%	Date to be assigned to each group*
Presentation of results	20%	Week 11 and 12*
Final Report	40%	April 12
Total	100%	

\*Students will receive their participation, committee workshops and presentation grades prior to the last day of class through D2L.

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

### **COURSE SCHEDULE & TOPICS**

DATE	TOPIC	READINGS
Week 1	Project planning	
Week 2	Research questions and literature review	Chapter 1
Week 3	Ethics, consent, REB <i>Committee Workshop</i>	Chapter 4 & Chapter 5
Week 4	Relationships, professionalism and group dynamics. Applied research approaches and methodologies. <i>Committee Workshop</i>	Chapter 2
Week 5	Developing interview questions <i>Committee Workshop</i>	Chapter 5
Week 6	NVivo training <i>Committee Workshop</i>	Chapter 7 <i>Class to take place online</i>
Week 7	Reading Week Feb. 20-26	
Week 8	Analysis and transcriptions <i>Committee Workshop</i>	Chapter 9
Week 9	Results and review <i>Committee Workshop</i>	Chapter 12
Week 10	APA and citations + presentation preparation <i>Committee Workshop</i>	Chapter 13
Week 11	Mini Conference - Presentations	Chapter 16 <i>Class to take place online</i>
Week 12	Mini Conference - Presentations	Chapter 11 <i>Class to take place online</i>
Week 13	Dissemination and future opportunities <i>Committee Workshop</i>	Epilogue <i>Class to take place online</i>
Week 14	Final Report	Final report due April 12

Please note that the above schedule is tentative and may change as the need arises. Please refer to D2L for the most updated information.

### **COMMITTEE WORKSHOP**

Students will sign up for committee workshops during the first week of classes (assigned committees and workshop dates will be posted on D2L). Each committee is responsible to develop and deliver a workshop that will be beneficial to the class and projects. Experimentation with methods that engage the class are encouraged. Committees may utilize visual aids, power point,

art, videos and should incorporate a practical component where the class has time to practice the concepts. Please familiarize yourself with the zoom features in order to deliver the workshop to the class.

Each group will need to discuss their workshop and related questions with me or with a research coach at least one week before their presentation. Additional meetings with me are encouraged leading up to your presentation date.

Workshop material must be supported by academic literature using APA format.

Workshops require a detailed lesson plan and at least 3 references from academic sources. The presentation material as well as the lesson plan should be submitted through D2L.

Presentations will be assessed based on the following criteria:

- evidence that the group practiced the workshop prior to delivery (worked well together)
- group was able to collaboratively use technology to effectively deliver their presentation
- group engaged the class
- group developed and executed a lesson plan
- group delivered information in creative ways and through the use of various mediums
- presentation was hands-on, practical and applicable to student projects
- group submitted workshop material, lesson plan and references (used APA and followed formatting specifications discussed during class and posted on D2L)

### **PARTICIPATION**

All students will participate in weekly reporting on the progress of their projects. Students will also take turns chairing these weekly reporting sessions.

Participation comprises 20% of the final grade which includes: attendance, participation in class discussions, peer-assessments, and active participation in group learning. This course will be highly interactive and will include various opportunities for active engagement during each class session through talking circles, organized discussion in small and larger groups, small group work etc. Your participation will be assessed by your peers (method to be discussed during the first week of classes), and by your instructor. Meetings with the instructor and research coaches can be booked throughout the term to gather qualitative feedback from your peers and from you regarding your participation in the course. Your participation grade will be based on the consistency of your engagement, respect displayed toward all people involved with the course and the thoughtfulness of your contributions and on your interaction with others.

### **PRESENTATION OF RESULTS**

The semester will involve students completing a project that could be used to serve an Indigenous organization, population or community. Toward the end of the course students will be presenting their work at an online interdisciplinary mini student conference and to the organization or community. The conference presentations will take place online through Zoom during week 11 and 12 in collaboration with another senior level capstone course and will be

recorded. The organizations and communities will be invited to join the conference online or the recorded video presentations will be sent to them.

## **FINAL REPORT**

The final report will consist of a cumulative and detailed document that will be useful for the partner organization and include all the components that were learned throughout the course. Each student will share their report through a short presentation.

The final exam will consist of the final report developed throughout the course. The report will include what was learned through working with the community or organization, readings, workshops, lectures, and guest speakers. Reference material and citations should consistently follow the APA format. Specifications will be discussed and developed throughout the course and students will work and build the report during the course. The final and cumulative report is due **April 12** and is to be submitted through D2L.

The marking rubric is shared below:

<b>Categories and Criteria</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Knowledge/ Understanding and Connections</b> <i>Information and ideas</i>	Accurate information and insightful, thoughtful ideas. The report is useful for the org./community. Makes many connections to organization/ community.	Accurate information and complete ideas. Makes connections to organization/ community.	Presents some accurate information and ideas. Makes some connections to organization/ community.	Incomplete and/or inaccurate information and ideas. Makes few connections to organization/ community.	Limited or missing information and ideas. The report is not aligned with the org./ community. No evidence of connection to organization/ community.
<b>Thinking/Inquiry</b> <i>Analyzing and Explaining</i>	Expresses many ideas, supported by relevant evidence/rationale. Uses APA correctly.	Expresses ideas supported by evidence. Minor APA errors.	Expresses some ideas, sometimes supported. Some major errors using APA.	Expresses few ideas, with limited support. Major errors using APA.	Ideas are not clear. Plagiarized content or incorrectly used APA.
<b>Communication and Application</b> <i>Language and Style</i>	No (or very minor) mechanical writing errors. Followed report specifications without error.	Some minor mechanical writing errors. Followed report specifications.	Some major mechanical writing errors. Followed some report specifications.	Frequent, major mechanical writing errors. Followed few report specifications.	Writing is difficult to understand. Did not follow report specifications.
<b>Independent Learner</b>	Evidence that student incorporated course content and continued to search for and read related literature.	Evidence that student incorporated course content and read related literature.	Some evidence of incorporated course content and read related literature.	Limited evidence that student incorporated course content and read additional literature.	No evidence of incorporating course content or additional literature.

## **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)	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 (0-49.99)

These are the grade ranges and specific numeric values I assign to letter grades on D2L. Any individual assignment grade is converted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely and honorific than 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

## **LATE PENALTIES**

Please talk to me in advance (minimum of 24 hours) if you feel you will be unable to hand in an assignment on time so that we can make alternative arrangements. If you miss a required course component and have not contacted me ahead of time, please contact me as soon as possible. If life circumstances or illness intervenes, I may ask for documentation and refer you to an advisor for advice, particularly if you have missed a number of classes. Please keep in mind that in order to pass this course you must complete all assignments.

Assignments received after midnight of the due date will be considered 'late', thereafter, students will lose 5% per day. Please refer also to the policies on deferring term work.

## **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.

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, to be held virtually.

## **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](http://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](http://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](https://www.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](http://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/](http://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](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](http://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](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://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](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)  
Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association  
Phone: 403-220-5997  
Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)  
URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto: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/>.