



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM
FACULTY OF ARTS**

**INDG 303 Lecture 01
Indigenous Ways of Knowing 1
Fall 2021**

INSTRUCTOR: Ramona Beatty
EMAIL: rgjbeat@ucalgary.ca
OFFICE HOURS: Monday 1:00- 3:00
COURSE DAY/TIME: MWF 12:00- 12:50 MS 217
DELIVERY METHOD: In-Person
COURSE PRE-REQUISITES: None

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, 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.

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.

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

ASSIGNMENTS AND EVALUATION

Quiz #1- 10% September 27

In class

The quiz will consist of short answer questions based on readings, media presentations (film & audio), lectures and discussions. Coverage: all readings and class material - September 8 - September 24

Quiz #2 - 10%- October 13

In class

The quiz will consist of long answer questions based on readings, media presentations (film & audio), lectures and discussions. Coverage: all readings and class material - September 24 - October 8

Reflection paper 10 % - Due November 17 by 11:59 p.m.

The student will complete one reflection essay related to course readings and lecture concepts. The essays will consist of 6 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 discussion in the preceding weeks. The work should refer to course readings, films and discussion and must demonstrate some 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.

Take an issue and discuss it in depth; do not simply write up a summary of the readings or class discussion. All sources that you use should be properly cited. Although these are short papers, please do not regard them as informal. They should have proper grammar and essay structure, including an introduction, discussion/argument, and conclusion. Citation format APA or MLA

Submission is via the digital Dropbox in the course's D2L site.

Small Group discussions 15%- 3 discussions x 5% = 15%

Students will be enrolled in a semester-based cohort that will meet virtually or in person, on 3 specific dates, to discuss the questions and issues posted by the Instructor on D2L. The group will be responsible for writing a 3-page essay APA or MLA citation style, that addresses the question and is supported by course materials. The work must be submitted via the D2L dropbox. If a student member does not contribute to a small group discussion, they will receive a zero.

It is a collective grade.

Dates for small group discussions:

October 1
November 5
December 6

Written submission of the group's work is via the digital Dropbox in the course's D2L site.

In class group presentation – 25% - November 19, 22, 24, 26, 29 and December 1, 3, 6

You and your group members are responsible for a research project that will focus on the development of a formal in class presentation on a topic of your choice. The presentation will examine a historical and/or contemporary issue/topic that is related to Indigenous peoples ``**Ways of Knowing and Being**``. Please ensure that your topic incorporates the course objectives. You will be required to research and develop a **30-minute seminar** which will include class discussion and questions.

The presentation must critically examine and analyze an issue facing Indigenous people and explore the impact on their “**Ways of Knowing and Being**” from a historical and contemporary perspective. (e.g., colonization, education, social justice, research)

Groups must choose a presentation date and confirm the date with the Instructor by **September 29**

Final Project- Podcast or Vodcast- Reflective learning- 30%- Due December 10 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 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 - How has the course developed your understanding of and the ability to explain Indigenous perspectives to non-Indigenous Peoples?

#7 - What advice would you give a friend planning to take INDG 303? 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
Quiz 1	10%	September 27
Quiz 2	10%	October 13
Reflection paper	10%	November 17
Group discussions (3x)	15%- 3 x 5%	October 1, November 5 & December 6.
Class presentation	25 %	Nov. 19,22,24,26,29 & Dec. 1,3,6
Podcast/Vodcast	30%	December 10
Total	100%	

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

COURSE SCHEDULE & TOPICS

September 8,10 &13 **Introductions**

September 15-24- **Indigenous and Western Science Worldviews/Ontologies**

Read: Belanger, Yale, *Ways of Knowing*, Chapter 1 pp. 2 – 22 – D2L

Read: Worldview - power point lecture notes - D2L

Read: Ojibwa worldview pdf - D2L

Read: Little Bear, Leroy. *Jagged Worldviews Colliding, Chapter 5, in M. Battiste & J. Barman, "Reclaiming Indigenous Voice and Vision", 1995* D2L

Read: Michael Anthony Hart, *Indigenous Worldviews, Knowledge, and Research: The Development of an Indigenous Research Paradigm* - D2L

September 27- **Quiz #1**

September 29- Guest lecture

October 1- small group discussions

October 4 -13 - **Indigenous Knowledge**

Read: What is Indigenous Knowledge? - Power point

Read: Micheal Anthony Hart, *Indigenous Knowledge and Research: The Mikiwahp as a symbol for reclaiming our knowledge and ways of knowing*,

October 13- **Quiz #2**

October 18 & 20- **Indigenous Education**- Dr Gregory Cajete's talk

October 22 & 25- **Nehiyawok / Cree teachings**

Watch: Willie Ermine - **Spiritual Health in times of Crisis**

October 27 & 29 & November 1

Read: Jolee Saskamoose et al.; *Miyo-pimatisiwin Developing Indigenous Cultural Responsiveness Theory (ICRT): Improving Indigenous Health and Well-Being*

Read: H. Pazderka et al.; *Nitsiyihkâson: The Brain Science Behind Cree Teachings of Early Childhood Attachment*

Watch: Webinar on **Indigenous Cultural Responsiveness Theory**

November 3 – Guest lecturer

November 5 – small group discussions

November 15 & 17 - **Colonization and De-colonization**

Read: Colonization/De-colonization - PowerPoint

November 19, 22, 24, 26 & 29 and December 1, 3 & 5 - group presentations

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

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). 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).

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=86e7438013753ac06f3afbb2e144b031

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 room MT116 in the lobby of MacKimmie Tower.

Important Contact Information

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/>.

Facebook Group for Indigenous Studies Program: <https://www.facebook.com/groups/UC.IIST/>

INDG Program Website: <http://www.ucalgary.ca/indg/>

Writing Symbols Lodge (Native Centre) Website: <https://www.ucalgary.ca/nativecentre>

Library and Resource Website : <http://www.ucalgary.ca/library>