



International Indigenous Studies Program

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

Fall 2023

INDG 303 L01- Indigenous Ways of Knowing and Being
INSTRUCTOR: Ramona Beatty
CONTACT: rgjbeatt@ucalgary.ca
OFFICE HOURS: appointments via zoom
CLASS DAY & TIME: MTWRF 8:30 – 4:30
CLASSROOM LOCATION: ST 130
INSTRUCTOR EMAIL POLICY: please note that all course communications must occur through your @ucalgary email will respond to emails sent via student's @ucalgary emails within 48 hours but not on weekends or holidays.
PRE/CO-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.

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

No required textbook.

All course materials and readings are available on the course D2L site.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Attendance and participation	5 days x 4% = 20 %	Daily
Reflective Essay 1 and 2	15% and 25% = 40%	August 30 and September 29
Podcast or Vodcast	40%	November 1
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

August 28

Introductions, outline review

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

August 29- 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

August 30 – Stories

Lecture

Small group discussion

Readings:

Miyo-pimātsiwin 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-primis.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21596651800004336

Watch:

Willie Ermine - Spiritual health in times of crisis

September 1- Review and closure

Watch:

Dr. Jolee Saskamoose -Indigenous cultural responsiveness theory

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

ASSIGNMENT(S)

Reflective Essay #1- August 30 - 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 August 29- 30. 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- September 29 - 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.

Final Project- Podcast or Vodcast and script- 25%- Due November 1 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 dropbox.

PARTICIPATION -20% - Daily

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.

MID-TERM EXAMINATION

No mid-term exam

FINAL EXAMINATION

Final Exam	N/A
Format	Registrar scheduled, Take home, in class
Modality	Registrar scheduled exam in person or on-line
Type	Multiple choice, long answer, short answer
Duration	60, 75, 90, 120 or 180 minutes
Aids	Note whether use of any aids (open book, calculator, etc.) will be allowed

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)

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 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.

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>