



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM
DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**INDG 303 Lecture 01
INTERNATIONAL INDIGENOUS STUDIES - INDIGENOUS WAYS OF KNOWING I
Summer 2021**

INSTRUCTOR: Ramona Beatty
EMAIL: rgjbeatt@ucalgary.ca
OFFICE HOURS: Thursday 3:00- 4:00 via Zoom
COURSE DAY/TIME: Tuesday 12:00-2:45 Thursday 12:00-2:45 via Zoom on course D2L site
DELIVERY METHOD: Web-Based
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 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 ways of building knowledge.

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 **via Zoom and course D2L site**. 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

- 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 Indigenous and de-colonization
- To expand understanding of the concepts of Indigeneity

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.

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.

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.

REQUIRED TECHNOLOGY – There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). To successfully engage in their learning experiences 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), or headset with microphone, · Current antivirus and/or firewall software enabled, · Broadband internet connection. Most current laptops will have a built-in webcam, speaker, and microphone.

COURSE SCHEDULE (Please note that the schedule is tentative and may change as the need arises)

June 28- Introduction

July 6 – July 20 Indigenous Knowledge lectures

Read:

What is Indigenous Knowledge? - Power point

Aboriginal Peoples and Knowledge: Decolonizing our Processes

Indigenous Knowledge and Research: The Mikiwahp as a symbol for reclaiming our knowledge and ways of knowing, Michael Hart

Miyo-pimatisiwin Developing Indigenous Cultural Responsiveness Theory (ICRT): Improving Indigenous Health and Well-Being

Nitsiyhkâson: The Brain Science Behind Cree Teachings of Early Childhood Attachment

Blackfoot Teachings

Watch:

Webinar on **Indigenous Cultural Responsiveness Theory**

Indigenous Knowledge- video of **Dr Gregory Cajete's** talk

Nehiyawok / Cree teachings - video of **Willie Ermine's April 2020** webinar on **Spiritual Health in times of Crisis**

July 22 – Guest lecturer

July 27 & 29 and August 3 & 5 -group presentations

COURSE COMPONENT WEIGHTS AND DUE DATES (If a student misses a required course component, please get in touch the instructor as soon as possible)

Reflective Writing: 20% - July 20

The student will complete one reflection essay related to course readings and lecture concepts. The essay will consist of 8 -10 pages double spaced that will demonstrate reflection and application of class concepts. The reflective writing should represent a concept or topic 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.

All sources that you use should be properly cited. Although this is a short paper, please do not regard this as an informal piece of work. It should have proper grammar and essay structure, including an introduction, discussion/argument, and conclusion. Citation format APA or MLA

Please submit the paper via the dropbox in the course's D2L site.

Group Research Project Presentation and Discussion Questions-30% - July 22, 27, 29 and August 3

You and your fellow group members are responsible for a research project that will focus on the development of a formal in class presentation, via Zoom, **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. Your group will be required to research and develop a **30 - 45-minute seminar** which will include class discussion and questions.

The presentation will be via Zoom and may incorporate visual aids, such as power point, web project, art piece or any other appropriate presentational approach. Reference materials should be incorporated in the presentation utilizing APA or MLA format.

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) You and your group members will need to discuss your project with me by **July 13**.

You will be responsible for developing and providing to the instructor three discussion questions and a thorough and accurate response to the questions.

The presentation requires at least 6 references which must be from academic sources. Reference materials should be incorporated in the presentation and synopsis utilizing APA or MLA format.

The presentation requires minimum 8 references which must be from academic sources. Reference materials should be incorporated in the presentation utilizing APA or MLA format.

Failure by a student to present to the class will result in a failing grade for this assignment.

Students must choose a presentation date and confirm the date with the Instructor by July 13.

Final Project- Podcast or Vodcast- Reflective learning- 30%- Due August 11 via course D2L site

Student's will develop a 20-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 they think, and more significantly, how and why they think that way 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 or intriguing thing you learned in INDG 303 and why did it resonate for you?

#2 - What was the most challenging issue or concept you encountered and why was it challenging?

#3 - Were you able to resolve the challenge, conflict, or confusion? If so, how? If not, why not?

#4 - Examine course concepts and teachings that best illustrate your understanding of Indigeneity and Indigenous ways of knowing and being and the potential relevance and applicability in your personal and academic life. Please, be detailed and provide examples from the course materials, lectures, discussions, and presentations.

#5 - 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 impacted your experience and learning and how major concepts inform your understandings. 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.

Class Participation – 20 %

Participation is deemed as engaging in class discussion and active participation in group learning. This course will be highly interactive and will include synchronous and asynchronous opportunities for active engagement during each class session, including organized discussions, debates, small group work, etc. that will be via course D2L. Your participation and responses will be graded based on the consistency and thoughtfulness of your contributions and should highlight students understanding and learning of course objectives and materials.

Two Discussion Posts – **2 x 5% = 10%**

July 13 and August 3

A reply to another student's post to each of the 2 discussions – $2 \times 5\% = 10\%$

July 15 and August 5

Total - 20%

Participation is deemed as engaging in class discussion and active participation in group learning. This course will be highly interactive and will include synchronous and asynchronous opportunities for active engagement during each class session, including organized discussions, debates, small group work, etc. that will be via course D2L. Your participation and responses will be graded based on the consistency and thoughtfulness of your contributions and should highlight students understanding and learning of course objectives and materials.

Students must post a minimum of one post (600 words) and one response (6500 words) per "Discussion" thread, within the allotted time frame for each thread for a total of 2 different discussion threads. The "discussion question" will be posted by the Instructor on D2L. The individual responses are to highlight student's understanding and learning of course objectives and materials.

PENALTIES

Assignments received after midnight of the due date will be considered 'late', thereafter, students will lose 2 marks per day. Please refer also to the policies on deferring term work on this outline and in D2L.

COURSE WORK SUBMISSIONS FOR INDIGENOUS STUDIES

All course work submissions for Indigenous Studies such as assignments, papers, take home final exams and other course work related to this program of study should be submitted via D2L.

GRADING SCALE

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>.

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.

<u>A+</u>	<u>96-100</u>
<u>A</u>	<u>90-95.99</u>
<u>A -</u>	<u>85-89.99</u>
<u>B+</u>	<u>80-84.99</u>
<u>B</u>	<u>75-79.99</u>
<u>B-</u>	<u>70-74.99</u>
<u>C+</u>	<u>65-69.99</u>
<u>C</u>	<u>60-64.99</u>
<u>C-</u>	<u>55-59.99</u>
<u>D+</u>	<u>53-54.99</u>
<u>D</u>	<u>50-52.99</u>
<u>F</u>	<u>0-49.99</u>

It is the student's responsibility to keep a copy of each submitted assignment.

WRITING STATEMENT:

Written assignments are often required in Indigenous Studies courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be considered in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

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/archives/2020/i-2.html> for additional information.

With regard to reappraisal of academic assessments (final grades) [I think we should use the terminology in the calendar here], I suggest the following:

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

“In the 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/archives/2020/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.servicenow.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-electronic-resources-and-information-policy.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.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, please consult with the Arts Students’ Centre by calling 403-220-3580 or by email at 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].

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>