



UNIVERSITY OF CALGARY  
 FACULTY OF ARTS  
 INTERNATIONAL INDIGENOUS STUDIES  
 COURSE OUTLINE

International Indigenous Studies 303: L01 Indigenous Ways of Knowing I Winter 2018

January 8<sup>th</sup> – April 13<sup>th</sup> | Tu 5:00 pm – 7:50 pm | EDC 386

Instructor: Victoria Bouvier and Elder, Dr. Reg Crowshoe

Office: SS721

Phone: 403.220.3869

E-mail: [ymbouvie@ucalgary.ca](mailto:ymbouvie@ucalgary.ca)

Office hours: available upon request

Course website: D2L course – if you do not have access, please advise Vicki. The D2L course will be used to access course readings and for course communication.

Antirequisite(s): Credit for Indigenous Studies 303 and any of Indigenous Studies 203, Social Work 203, Social Work 553.30 or Social Work 553.33 will not be allowed.

**Course description:**

This course will explore the theoretical and ontological principles that form Indigenous lifeways. We will explore Indigenous ways of knowing, being and doing and how these realms inform the conceptualization, construction, and renewal of knowledge. Notions of relational kinships systems, spirituality, orality, embodied knowing, collective responsibility, identity will be examined.

**Course learning outcomes:**

Upon completion of this course students can:

- 1) Describe Indigenous ways of knowing, being and doing.
- 2) Describe the principles that inform Indigenous lifeways (i.e. language, identity, worldview, protocol, spirituality)
- 3) Articulate a basic understanding of the Indigenous history of Canada.
- 4) Explore, observe, reflect, and model the features of experiential learning as a method for the collective responsibility for knowledge generation.
- 5) Articulate a basic understanding of the collective orientation of knowing and (re)knowing.

**Required Texts**

No text is required for this course. Instead, readings on D2L will be available during the course offering. No pre-reading is required.

**Learning Task Overview:**

Learning Task Number	Description of Learning Task	Due Date	Percentage of Grade	Grouping for Task
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Learning Task #1	Dialogical exchange – small group	Jan 30 <sup>th</sup>	15%	Group/individual
Learning Task #2	Dialogical exchange – small group	Feb 27 <sup>th</sup>	15%	Group/individual
Learning Task #3	Dialogical exchange – small group	Mar 27 <sup>th</sup>	15%	Group/individual
Learning Task #4	Collective Collaborative Presentation	April 3 <sup>rd</sup> & 10 <sup>th</sup>	40%	Group
Learning Task #5	Leadership Discussions	Each week	15%	Individual

### Course Schedule

The course schedule will be determined as we proceed through the course. We will take up each reading as the topic arises to us. The readings will be decided upon each week and due the subsequent week.

### Learning Tasks and Evaluation:

#### ***Learning Task 1-3: Dialogical Exchange – worth 15% each***

Each learning task will require your group (3 – 4 students) to submit **one** small group dialogical exchange to the instructor by the due date listed above. This assignment requires you to observe the course learnings, discussions, and material in your everyday lived experiences through taking photographs and writing a coinciding response with the photograph (length 1-1 ½ pages single spaced). You will then pass your response on to a peer in your group to respond to. Your photograph and text entry should draw attention to the following: your positioning in the world, who you are (identity), your historicity (past experiences), your belonging (self-in-relation) intertwined with your worldview (epistemology), and assumptions about generation and validation of knowledge (ontology).

- Your responses are **required** to include the in-class dialogues or course material, and your everyday lived experiences to support and facilitate your reflection. The value of this assignment is held within your ability to bring the course learning with you into your lifeworld.
- Each exchange has a due date wherein you will hand in the assignment for feedback. Once you have received the group response with feedback, you will use the same response to continue this process.
- There will be a thread(s) that becomes evident throughout your responses, highlighting that will be key in your learning process, this will be useful for your collaborative collective presentation.
- These responses are a way for you to use yourself and your peers as a mirror and see things that are apparent, but things that are out of view without the use of a mirror.

Questions to consider through the course AND while completing your video entry:

Who am I?  
What is my historicity?  
What relationships/community do I belong?  
What/who am I responsible to and for?  
What am I seeing/feeling/hearing/sensing through my BODY/MIND/SPIRIT?  
What is my attention drawn too?  
How have I been challenged?  
Is my perspective shifting? If so, in what ways?  
How will I bring what I am learning into my every-day?

***Learning Task 1-3: Dialogical Exchange – worth 40% each***

In your small group, you will review your entire dialogical exchange as a group, and create a collaborative presentation that illustrates **each** of your learning through the process of the exchange. Refer to the guiding questions of the exchange and use them to illustrate your learning. Feel free to be creative with your presentation while illustrating the photos you used, quotes from your exchange, and the themes that were apparent in your responses to each other. This presentation will be due on one of the last two days of class. The presentation will be facilitated to the whole class.

***Learning Task 5: Student Led Discussion – worth 15% each***

This learning task will involve students being formed into groups of 4-6 students that will remain consistent for the duration of the course. Each week, one student from the group will be responsible for leading a group discussion based on the course material assigned. Also, one student from the group will be responsible for taking notes and relaying a summary of the discussion to the class. The student leading the discussion will be responsible for providing guiding questions for the discussion, or using other methods to facilitate discussion. Each student led discussion will be approximately 20 minutes.

**Evaluation**

The method of evaluation for the course learning tasks will be based on the oral model of learning that will be discussed and illustrated in class. Some key principles in oral comprehension skills are: deep level of synthesis, connecting learning to personal context, connecting your own learning to the collective, being open minded-hearted, self-policing/evaluation, and enacting the learning in your every-day life.

**Learning Tasks Notes:**

- All learning tasks must be submitted to the D2L dropbox by 11:59 pm of the due date.
- Because the learning tasks are dependent on your synthesis of course content and participation in the class missing class will affect your ability to complete the assignments.
- Students must complete all assignments to receive a passing grade on the course.

**Late Assignments:**

- If an extension is required, please seek instructor approval two days before the due date.
- Assignments submitted after the deadline will be penalized with the loss of 3 marks for each business day [not class] that the assignment is overdue. For example, an assignment that

receives an 18/20 will receive a 15/20 if one day late. Students who have documentation of prolonged absence or illness should contact the Program Co-ordinator of Indigenous Studies at asrivast@ucalgary.ca.

- I do not penalize for late submission unless you have not informed me two full days ahead of time by e-mail. I expect that you will respect my need to plan my workload. If life circumstances or illness intervene, I may ask for documentation and refer you to the Program Co-ordinator of Indigenous Studies for advice, particularly if you have missed a number of classes. Please refer also to the policies on deferring term work on this outline and in D2L. However, keep in mind that in order to pass this course, you must complete all assignments, and plan accordingly.

### Course work Submissions for Indigenous Studies

In the case you are not able to submit via D2L all course work submissions can be submitted on a USB and submitted to the instructor during class time, or to SS 756 (Department of Political Science, 7th floor of Social Sciences) during their office hours. When the office is closed, the brown dropbox is located on the wall beside SS 756. **Submissions should no longer be submitted to the 1st floor, SS 102.**

### Grading system:

- 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>. The A+ grade is assigned rarely, and only for absolutely breathtaking work.
- These are the grade ranges and specific numeric values I assign to letter grades on D2L (etc.). Any individual assignment grade is converted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely an honorific that 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.

<b>A+</b>	Outstanding		<b>96-100</b>
<b>A</b>	Excellent – superior performance, showing comprehensive understanding of course material and content		<b>90-95.99</b>
<b>A -</b>			<b>85-89.99</b>
<b>B+</b>			<b>80-84.99</b>
<b>B</b>			<b>75-79.99</b>
<b>B-</b>	Good – clearly above average performance with knowledge of subject matter generally complete		<b>70-74.99</b>
<b>C+</b>			<b>65-69.99</b>
<b>C</b>			<b>60-64.99</b>
<b>C-</b>	Satisfactory – basic understanding of subject matter		<b>55-59.99</b>
<b>D+</b>			<b>53-54.99</b>
<b>D</b>	Minimal Pass – marginal performance		<b>50-52.99</b>
<b>F</b>	Fail		<b>0-49.99</b>

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

**Program Website:**

<http://www.ucalgary.ca/indg/>

**Native Centre Website:**

<https://www.ucalgary.ca/nativecentre/>

**Academic regulations and schedules:**

Consult the *Calendar* for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <http://www.ucalgary.ca/pubs/calendar/current/index.htm>

**Grade appeals:**

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor.

If this does not resolve the matter, the student can then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head.

**Deferral of term work:**

Instructors are normally free, subject to any established departmental or faculty procedures, to administer their own policies regarding deadlines for the completion of term papers or assignments. Please see policies on this course outline. Should you require an extension for completion of term papers or assignments, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations.

See *Calendar*: <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

**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>.

See *Calendar*: <http://www.ucalgary.ca/pubs/calendar/current/g-6.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>

**“Safewalk” Program:**

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

**Freedom of Information and Privacy Act:**

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, *students should identify themselves on all written work by using their ID number. Also, you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam.*

For more information see also <http://www.ucalgary.ca/legalservices/foip/>.

**Academic Misconduct:**

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

**Student Ombuds Office:**

<http://www.ucalgary.ca/provost/students/ombuds>

The Student Ombuds Office offers a safe place for undergraduate and graduate students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns (including appeals), and many other problems. Phone: 403-220-6420 Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**Contact for Students Union Representatives for the Faculty of Arts:**

There are four Arts reps, with the email addresses being [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), and [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca). Please contact if you have questions related to Students Union matters, events, or concerns. Phone: 403-220-6551

**Faculty of Arts Students’ Centre and Student Information Resources:**

Have a question, but not sure where to start? The Arts Students’ Centre is your information resource for everything in Arts. Drop in at SS102, call us at 403-220-3580 or email us at [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

**Important Contact Information:**

Students’ Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students’ Association: Phone: 403-220-5997 Email: [ask@gsa.ucalgary.ca](mailto:ask@gsa.ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

**Writing support at U of C:**

The Student Success Centre offers writing support in many forms. If you need individual coaching, or wish to attend a workshop, go to the following website:

[http://www.ucalgary.ca/ssc/writing\\_support/undergraduate\\_writing\\_workshops](http://www.ucalgary.ca/ssc/writing_support/undergraduate_writing_workshops)

**Plagiarism:**

*Plagiarism is an extremely serious offence. Please read the following information carefully.*

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your work. A reference list at the end is insufficient by itself. Readers must be able to tell *exactly*

where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor if you have any questions regarding how to document sources and become very familiar with penalties for plagiarism and academic misconduct.

The University *Calendar* <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

Recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

<https://owl.english.purdue.edu/owl/section/1/2/>

**Emergency Evacuation and Assembly points:**

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

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