

- Explore and analyze that knowledge production systems are contextually and socially derived with the inclusion of relations of domination and oppression.
 - Explore, observe and reflect on the features of experiential learning Indigenous as method for the collective responsibility for knowledge generation.
 - Articulate and formulate the foundations an indigenous epistemological theory and ethical considerations
- Ideas, rather than individuals, are open to challenge
 - There is no such thing as a 'stupid' question
 - Students are responsible for their own learning. The instructors will rely on students to direct and focus class discussions and assignments to meet their own learning needs

Relationship to Other Courses

Pre-requisite INDG 303 Indigenous ways of Knowing I and SOWK 553 Indigenous Peoples I

Course Text(s)

1. Bastien, B. 2004. Blackfoot Ways of Knowing. Calgary: University of Calgary Press.
2. Kovack, M. 2009. Indigenous Methodologies. Toronto: University of Toronto Press.

Class Schedule

<i>Class</i>	<i>THEMES</i>	<i>Schedule</i>
I	Opening Circle. Course Orientation, overview, assignments, groups Indigenous Ways of Knowing and Research An examination of the nature and relations of being (ontology) and specific responsibilities in a cultural context. Selection of groups for presentation	January 02
II	Opening Circle. Aboriginal ways of Knowing key concepts, i.e. collectivistic, reciprocity, time/space etc. Renewal of ontological responsibilities in the process of knowledge generation framework. Closing circle.	January 03
III	Opening Circle. Theory of Indigenist universe and relation to knowledge generation. Transfer of indigenist teaching, knowledge and healing practices. Ethics of indigenous healing and practices, integrity, accountability, reciprocity. Closing circle.	January 04
IV	Field Trip . Students responsible for transportation. Students car pool. Mid- day meal maybe required. Bring a blanket.	January 05

Assignments

The overall course grade will be comprised of grades for the following completed learning activities. The assignments are due during the block week course with the exception of the term paper which is due on January 25, 2013 are clearly identified on the day they are due.

Students will be expected to integrate the reading material, class discussions, personal and observational analysis and personal reflection in the following assignments.

1. 40 % Group Presentation. Time limit 35 minutes.

Students are expected to keep a journal, which integrates the readings, material from class, and class discussions and the field experience through introspection and reflection. In groups, the presentation is in two parts; first the students will present a 25 minute presentation and secondly prepare a 10 minutes for a of participatory group discussion with the class for the total of 35 minutes. Students will be reminded of the time allocated to each group presentation.

The presentation will include a focus on the indigenous ways of knowing, students will choose from the following topics as they relate to the educational theory *Pommaksinni*, the indigenous ways of knowing. Presentations will choose from two categories. A. knowledge generating relationships premised on ontological responsibilities. B. Alliances and kinship systems for knowledge transfer. Students will apply Blackfoot concepts to illustrate the relationships used in the presentation. The presentation will illustrate how the concepts are interrelated and interconnected. The use of indigenous languages material will provide the context and illustration for the framework developed. In addition, the assignment is designed for the student to experience the structure and processes for anti-oppressive practice.

Criteria: Originality and innovation in the integration concepts. 10%

Clear and concise articulation of concepts and processes for knowing 10%

Clear and concise examples to illustrate processes of knowing.10%

Inclusion and integration of literature, required readings and course content.

All material power point or notes of the group must be hand to Instructor prior to commencement of the presentation. 10 %.

2. 20% Group Process for the Preparation for Group Presentation. The group will be marked for their group process. Time will be allotted for students to work in groups, and is expected is part of the research and collaboration for the presentation after class scheduled hours. This assignment acknowledges the importance of collaboration, connectability, and interdependence of the indigenous ways of knowing. In addition, collateral and consensus decision-making processes are the cornerstones to the knowledge building processes of indigenous peoples. Students will be asked to present through a collaborative process a critique of the pillars of colonial consciousness and present the paradigm shift (experiential) of indigenous ways of knowing.

Criteria: Reflection on group process and integrating experiential learning in presentation. 10%.
Well-coordinated, integrated, sequential, visual presentation of group process 10%

Students will be responsible and provide 5% of the 40% mark and feedback in the evaluation process for the student's presentation.

3. 30 % Research Term Paper due January 25, 2013 @ 12:00 pm (noon). Faculty of Social Work. Late papers will be deducted one letter grade, unless Medical Doctor note is presented. Please do not email.

Length is limited to 7- 8 type written pages- excess pages will not be included in the evaluation. Students should reflect on their learning experience on Blackfoot Ways of Knowing, the epistemology and ontological responsibilities of the Blackfoot and integrate this experience with a research paper. An Indigenous Learning Theory or Answer: How is knowledge generated in an Indigenous paradigm? The paper is to include a literature search, required readings for the course and course content material. The research paper requires at least 12 different sources from indigenous authors. (It requires students to refer to 12 different sources of literature; references cited are of 12 different sources.)

Pommaksinni, the transfer embodies the structures and processes for ensuring the integrity and authenticity of indigenous knowledge for another generation. Therefore, paper must include the relationship between the theory and to the identities and future possibilities for First Nations.

15 %. The following components must be included in the paper.

- Indigenous pedagogy
- Ontological premise
- Reflective practices
- Narratives/stories reflect the interconnection/interdependence of time, history, and knowledge.
- Language as source/medium of knowledge transmission and illustrate integration of relationships and paradigm.

15%. Learning processes: Include how the theory will address the challenges of First Nation learning:

- Making sense of education- meaningful integration of knowledge
- Motivation and engagement of learners.
- Implications for lifelong learning
- Implications for the economic policies in First Nations communities.

Students must integrate readings with these assignments. At least 12 different references (sources from the literature) must be used for the paper. References must exceed 12 different sources.

4. 10% Participation

- Criteria listed, students must have full attendance and prompt arrival for full marks. Attend all classes.
- Be actively engaged in learning/teaching/researching within the classroom setting and with the group assignment
- Commit fully to learning from assigned activities as well as from learning occasions that arise inside and outside of class.

- Read required readings and research of the literature required for the group and final assignment.
- Be prepared to discuss various themes of the course.

There will be no final exam.

Completion Assignments

Students encountering difficulties completing assignments due to health or other factors must contact the instructor to arrange a deferral of term work. A Physician/Counsellor Statement to confirm an absence for health reasons may be required.

Recommended Readings

1. Ray Barnhart & Angayuqaq Oscar Kawagley. Indigenous Knowledge Systems and Alaska Native Ways of Knowing. *Anthropology & Education Quarterly* Volume 36, 2005
2. Cora Weber-Pillwax. What is indigenous research? *Canadian Journal of Native Education*; 2001; 25, 2; CBCA Complete. pg. 166

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (www.ucalgary.ca/research/cfreb) before beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. Students are referred to the section on plagiarism in the University Calendar (www.ucalgary.ca/pubs/calendar/current/k-2.html) and are reminded that plagiarism is an extremely serious academic offence.

**All assignments must follow APA usage for presentations and papers.
Papers must be doubled spaced, free of grammatical, spelling, and typing errors.**

All assignments are to be handed in at or before **4:00 p.m.** on the date specified by your instructor unless otherwise specified. Grades will be deducted for late submission. Assignments handed in after the deadline will be considered as late. Late assignments will be deducted one letter grade per day. *It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. If you are seeking academic accommodation, please notify your instructor no later than 14 days after the commencement of this course*

Grading

The University of Calgary Undergraduate Grading System and the standard Faculty of Social Work percentage conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms

Students are welcome to discuss the process and content of the course at any time with the instructor

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also

required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

SAFEWALK 220-5333

Campus security will escort individuals, day or night. Call 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

IMPORTANT INFORMATION

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

The Social Work representative to the Student Union is Bobbi Michaud (sowkrep@su.ucalgary.ca). The Student Ombudsman's Office can be reached at the [U of C Student Services Website](#)

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar.