

Fall 2013

Course Number: SOWK 553.33 S01 **Classroom:** EDC 384
INDG 303.01
Course Name: Indigenous Peoples 1
Day & Time: Monday – Friday 9:00 am - 4:00 pm

Instructor: Dr. Betty Bastien **Office Hours:** By appointment
Telephone: 403 331 7326 (cell) **Email:** bastien@ucalgary.ca
(duration of Block week)

COURSE OUTLINE

Syllabus Statement

This course offers an introduction to various Indigenous peoples' ways of knowing (epistemology) with a special emphasis on the contextualization of knowledge building. It deals with various aspects of building knowledge, such as listening, reflection, protocol, and experience.

The course examines the nature and relations of being (ontology) and specific responsibilities in cultural context. It integrates components of Indigenous ways of knowing. Illustrations will be drawn from Indigenous languages and cultural practices, especially from southern Alberta.

NOTE: Normally offered in Block Week during Winter term or in Spring Session.
Pre-session study normally required.

Credit: 0.50 Full Course Equivalents

Course Description

Indigenous ways of knowing are based on locally, ecologically, and seasonally contextualized truths. In contrast to the aspirations of some Western scientific traditions for universal truths, Indigenous epistemologies are narratively anchored in natural communities. Those natural communities are complex kinship systems of relationships among people, animals, the cosmos, etc. from which knowing originates. The course is an inquiry into the paradigmatic characteristics of Indigenous knowledge.

Knowledge will be explored as an integral aspect of the ontological¹ theory held by Indigenous peoples. Knowing is relational and participatory. Through participation, students will come to understand knowledge as a means of strengthening the ecological balance among the above kinship systems. Knowledge is gained from a way of living and being in the world; learning is

¹ Ontology is the study of the nature, essential properties, and relations of being.

understood as participation and it is in this forum that human beings influence the manifestation of the physical reality that we observe. The students will be required to explore Indigenous epistemology through engaging and participating in a process that is a reflection of Indigenous ways of building knowledge.

The course will also explore topics in the following themes: problemization of the indigenous in western research, and the fragmentations and objectification of indigenous peoples.

Learning Objectives

Students who have successfully completed this course should be able to:

- Understand an Indigenous universe as it relates ways of knowing.
- Describe and understand that knowledge productions systems relate to societal structures/organization, values orientations, and ontological perspectives.
- Analyze the cultural/social and political significance of colonization through research
- Understand unique cultural and ethical considerations for research conducted on Aboriginal people.
- Explore and present an appropriate and empowering Indigenist research approach.

Instructor Orientation

I try to teach from the perspective of respectful adult education. Some of the principles that underlie this teaching perspective include:

- 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

This course is a prerequisite to INDG 305/SOWK 553.

The class is core curriculum for the International Indigenous Studies Program and an elective for the B.S.W. Program for Faculty of Social Work. The content of the course integrates INDG 303/ SOWK 553 a course on Indigenous ways of knowing. The course requires students to engage and participate through group work and class discussions

Course Text(s)

Cajete, Gregory. *Native Science: Natural Laws of Interdependence*. Santa Fe, New Mexico: Clear Light Publishing, 2000

Wilson, Shawn. *Research Is Ceremony. Indigenous Research Methods*. Halifax & Winnipeg. Fernwood Publishing, 2008

Class Schedule

The course requires students to engage and participate through group work and class discussions and field trips. In addition, it understood that students complete required readings prior to date of presentation.

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| Class meeting 1 | Opening Circle. Introduction of Indigenous world view as it relates to ways of knowing juxtaposed the Euro- western paradigm. The assumption, values and responsibilities structuring ways of knowing are discussed. Selection of groups for presentation. Closing circle. |
| Class meeting 2 | Opening circle. Exploration of societal significance of colonization in knowledge building practices. The essential elements of knowledge constructed are discussed in light of colonization. Closing circle. |
| Class meeting 3. | Traditional Pedagogy
The focus is on the integration of responsibilities, transfer of knowledge and traditional scientists. |
| Class meeting 4 | Opening circle. Knowledge systems correspond to the worldview, Culture and society of the Group. Appropriate and empowering methods on knowledge building practices. |
| Class meeting 5 | Opening Circle. Group presentations. Summary and Integration
Closing Circle. |

Assignment

Students and staff are also expected to model behavior in class that is consistent with our professional values and ethics. Students and staff are also expected to demonstrate professional behavior in class that promotes and maintains a positive and productive learning environment (Professional Conduct).

Policy for Late Assignments

Assignments submitted after the deadline maybe penalized with the loss of one grade (e.g.: A- to B+) this includes anyone that may have registered late one week prior to class commencement. The register is informed of the closure of registration one week prior to class commencement.

Students will be expected to integrate the reading material, class discussions, personal and observational analysis and personal reflection in the following assignments. Small group work and class projects are emphasized for experiential learning. In addition, it understood that students complete required readings prior to date of presentation.

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1. 10 % Pre course work –third day of class (no emails) September 05, 2013 in class.
READ the following for the assignment:

Wilson, Shawn. *Research Is Ceremony. Indigenous Research Methods*. Halifax & Winnipeg. Fernwood Publishing, 2008

This activity set will involve three steps:

1. Critically reflect and apply **Wilson's** work to do the critique and analysis.
Reflect and respond to the power of the researcher, who has in the creating and perpetuating the realities of the worldview. Secondly, discuss the implications of these realities for social work and for the general realities of indigenous populations. **The assignment draws on the student's ability to critically reflect and integrate their understanding of the readings in responding to the assignment. The following questions are to guide in your response, the assignment does not ask the student to answer them in point form as written in next section.**
2. The following **questions** are to be included in your critical reflections. The questions form the content of your reflection and response.
 - How would you describe the 'reality' of Indigenous people? Identify the basic assumptions underlying the indigenous worldview?
 - How do these assumptions integrate with the Indigenous identity and their place in the world?
 - How is knowledge created?
 - Whose needs are served by this process of knowing?
3. Submit a **three page paper** that summarizes your reflection.
(Note: do not go over the limit, the assignment requires a thoughtful, reflective and analytical approach) Appropriate use of the literature and citation is critical. To be submitted third day of class. The paper asks the student to work and analyze from the indigenous perspective or worldview.

2. 10 % Selected Group Participation. September 03 – 07. 2013

Students will work small groups and make a 14 min. presentation each morning after the opening circle. Students are expected to keep a journal for themselves, which integrates the reading material, class discussions and group experience through introspection and reflection. Moreover, the assignment will focus on personal reflections and highlighting key concepts from the previous day's work. The activity is designed to generate questions and reflections as part of the class learning process.

The criteria for the evaluations are based on the following, each worth 10 % of the total mark with the following criteria:

1. Creativity and analysis of the presentations, and questions for class discussions, or using participatory method for engaging the class in the presentation.
2. Reflection and integration of class material and readings.

3. 50 %. Integrative project. [25% Group Presentation includes the literature research for the presentation & 25% Group process]. September 07, 2013

Working in small groups, students will prepare a group integrative project to present on the last day of class. Students will be asked to draw on the overall content of the course to develop a research project using Indigenous Ways of Knowing. This assignment will acknowledge the importance of collaboration, connectability, and interdependence in Indigenous Ways of knowing and the fundamental assumption of an Indigenous worldview. The assignment requires the student to present from an indigenous pedagogical space. The integrative project will apply assignment 1 and 2 and the class material in the development of the project. In addition, literature search is required for depth and illustrations for the group project. Western scientific research has supported Indigenous ways of knowing, one such research knowledge must be included to support the presentation. Finally, the group will include their process of learning in the presentation.

The length of the group presentation in class will be 20 minutes followed by 10 minutes of discussion.

Each group will submit their presentation outline and content (including references used) for their presentation to the instructor **before** the presentation. Students will be given a portion of class time to work in small groups for the preparation of this assignment.

Topic: Group membership will take place during the first day of class. The instructor must approve each group's topic.

Criteria integrative project:

- Originality, creativity, innovation of ideas, concepts and presentation - 10%
- Inclusion and integration of research, course readings and course content- 10 %.
- Participation and feedback- 5%

4. 30 % Research Term Paper. September 27, 2013. 12:00 noon.

Length 5 - 7 typewritten pages.

(Over or under required pages, student will be deducted one point for each page)

Students will choose an aspect/component of Indigenous knowledge systems. The topic must be clearly articulated (clearly define the concepts that you are using in your paper) as a knowledge generation aspect of Indigenous way of knowing. Clearly link the concepts of indigenous knowledge and the process of knowledge generation. Illustrate your understanding by applying literature research, case studies, class material and experiences to the topic's relationship and contribution to Indigenous knowledge. In summary, students must clearly articulate concepts supported by literature, and their relationship to knowledge generation. At least 12 sources from the literature must be cited.

Papers are due Sept. 27. 2013 @ 12:00 pm (noon).

Drop off at the Faculty of Social Work front desk

Late papers will be deducted one letter grade.

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.***

Grading

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

Grade	Grade	Description	Percentage
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	Point		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 Alyx Nanji (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.