



INTERNATIONAL INDIGENOUS STUDIES PROGRAM

Indigenous Studies INDG 303 Lecture 02 Indigenous Ways of Knowing 1 FALL 2020

COURSE DAY/TIME: Monday, Wednesday 3:00- 3:50 Friday: asynchronous course work
DELIVERY METHOD: Web based via Zoom - Hybrid
INSTRUCTOR: Ramona Beatty
PHONE: 403- 220-3869
EMAIL: rgjbeatt@ucalgary.ca
OFFICE HOURS: Monday 1:30- 2:30 (Zoom by phone or appointment)

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 reflects Indigenous ways of creating and validating knowledge.

CLASS STRUCTURE AND INSTRUCTION METHODS:

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 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 & LEARNING OUTCOMES:

- 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

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.

ASSIGNMENTS AND EVALUATION

Reflective Writing: 20% - October 9

The student will complete a reflection essay (20 %) related to course readings and lecture concepts. The essays will consist of 8 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.

In other words, take an issue and discuss it in depth; do not simply write up a summary of the readings or class discussion.

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 these are short papers, please do not regard them as informal. They should have proper grammar and essay structure, including an introduction, discussion/argument and conclusion. Citation format APA or MLA

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

Class group presentation: 25% November 2, 4,16,18, 23, 25,30 and December 2, 7

You and your fellow group members are responsible for a research project that will focus on the development of a formal in class, via Zoom, presentation 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

Groups must choose a presentation date and confirm the date with the Instructor by September 30

Final Essay: 25% Due – December 7

The essay is a 12-page research paper that critically analyzes your presentation topic's concepts and constructs and the relationship to the course objectives. `

Please submit a digital copy of the paper via the dropbox in the course's D2L site.

Class Participation – 30 %

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.

Discussion posts and responses:

Students must post a minimum of one post and one response per “Discussion” thread, within the allotted time frame for each thread for a total of 3 different discussion threads. The “discussion question” will be posted by the Instructor on D2L.

Value **3%** for each post and response -**3x5% =15%**

Small group discussions:

Students will be enrolled in a semester-based cohort that will meet virtually, on 5 specific dates, to discuss the questions and issues posted by the Instructor on D2L. The group will be responsible for posting their notes/thoughts on D2L. If a student member does not contribute in a small group discussion, they will receive a zero.

Designated small group meetings and discussions dates:

September 18, October 2 & 25, November 4 & 25

5 Friday class times via zoom meetings for small group discussions and group posts via **D2L Dropbox** – **5 x 3%=15%**

Total for Class Participation:

15% Discussion Posts and Responses

15% - Small group discussions

Total 30%

TENTATIVE CLASS SCHEDULE & TOPICS

September 9, 14 & 16- Introductions and course outline review and questions

September 21 – 30 and October 5 & 7- Indigenous Peoples and worldview

Readings:

“Jagged Worldview”, Chapter 5 by Leroy Little Bear in Marie Battiste Ed., *Reclaiming Indigenous Voice and Vision*

“Aboriginal Peoples and Knowledge: Decolonizing our Processes”, Leanne Simpson, Canadian Journal of Native Studies, 2001

“Mind, Body Emotions and Spirits: reaching to the ancestors for healing”, Glen McCabe, Counselling Psychology Quarterly: 2008-06-01, Vol.21

Watch: Dr Gregory Cajete video

October 14, 19, 21, 26 and 28: Stories

“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

“Miyo-pimātisiwin Developing Indigenous Cultural Responsiveness Theory (ICRT): Improving Indigenous Health and Well-Being”, Jolee Saskamoose et al. International Indigenous Policy Journal, 2017, Vol 8

Watch:

Willie Ermine video

Dr. Jolee Saskamoose video

Group Presentations:

November 2, 4, 16, 18, 23, 25, 30 and December 2, 7

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).

In order 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 WORK SUBMISSIONS FOR INDIGENOUS STUDIES

All course work submissions for Indigenous Studies, not handed in during class or D2L, such as assignments, papers, take home final exams and other course work related to this program of study should be submitted 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.

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 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 (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>

GRADE 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>.

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

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.

LATE PENALTIES

Papers received after midnight of the due date will be considered 'late', and students will lose 2 marks per day thereafter.

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>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

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>.

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 then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

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.service-now.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-material-protected-by-copyright.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.

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: ask@gsa.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/>

Campus Mental Health Strategy: <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>
