



UNIVERSITY OF
CALGARY

INTERNATIONAL INDIGENOUS STUDIES
PROGRAM

COURSE OUTLINE

INDG 303 L01 - International Indigenous Studies

INDIGENOUS WAYS OF KNOWING I

Summer 2020

Monday 12:00 – 2:30 Wednesday 12:00 - 1:30 via Zoom on course D2L site

Instructor: Ramona Beatty

Office: SS721

Email: rgjbeatt@ucalgary.ca

Office Hours: Wednesday 2:00 - 3:00 via Zoom

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. 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.

ASSIGNMENTS AND EVALUATION

Reflective Writing: 20% - July 23

The student will complete one reflection essay 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 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.

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

Individual Research Project Presentation and Discussion Questions-30% - July 27, 29 and August 5, 10 and 12.

You 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 incorporates the course objectives. You will be required to research and develop a **30-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 will need to discuss your project with me by **July 20**.

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 20.

Final Project- Podcast or Vodcast- Reflective learning- 30%- Due August 19 via course D2L site

Students 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 thing you learned in INDG 303 and why does it stick out in your mind?

#2 - What was the most confusing information, issue or concept you encountered and what confused you?

#3 - Were you able to resolve your confusion? If so, how? If not, why not?

#4 - Examining your responses to these questions, what concepts learned in the course best illustrate what might have been going on for you. Be detailed.

#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.

Students must post a minimum of one post per “Discussion” thread, within the allotted time frame for each thread for a total of 10 different discussion threads. The “discussion question” will be posted by the Instructor on D2L.

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.

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 concerted 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

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>

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.

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>.

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.

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-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

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.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email 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] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

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:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

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:

Student Wellness Services (Room 370, MacEwan Student Centre)

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

and the 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>