



**DEPARTMENT OF POLITICAL SCIENCE  
INTERNATIONAL INDIGENOUS STUDIES PROGRAM**

**INDG 305 Lecture 01  
Indigenous Ways of Knowing  
Winter 2021**

**INSTRUCTOR:** Ramona Beatty

**EMAIL:** rgjbeatt@ucalgary.ca

**OFFICE HOURS:** MTWR at 4:00PM via Zoom

**COURSE DAY/TIME:** MTWTHF 9:00 – 4:00 – Synchronous via Zoom

**DELIVERY METHOD:** Web-Based

**COURSE PRE-REQUISITES:** 3 units from Social Work 201, Indigenous Studies 303, Social Work 553.30, Social Work 553.33 or admission to the BSW Post-Diploma

**COURSE DESCRIPTION**

This course introduces students to concepts of Indigenous traditional knowledge, worldview and epistemology through witnessing Elder teachings, insights from Indigenous scholars and experiences of Indigenous community members. This course begins with a review of knowledge creation and ways of knowing and then explores the value, importance and uniqueness of Indigenous ways of knowing and pedagogy. 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; thus, 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 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 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**

- Discuss diverse Indigenous philosophies and ways of knowing and being
- Define key concepts related to Indigenous ways of knowing
- Examine required readings and engage collaboratively with peers in sharing circles and discussions
- 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 de-colonization

- To expand understanding of the concepts of Indigeneity
- Apply emerging understanding of protocols in seeking and maintaining Indigenous knowledge

### **REQUIRED TEXTBOOK(S)**

No text is required for this course. Instead, readings will be available on the course D2L site.

### **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.

### **ASSIGNMENTS**

If a student misses a required course component, please get in touch the instructor as soon as possible.

#### **REFLECTIVE WRITING: 20% - January 5 and 15**

The student will complete two (2) reflection essays, worth 10% each, related to course readings and lecture concepts. The essay will consist of 6-8 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 this is a short paper, please do not regard it as informal. The paper 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.

#### **PODCAST or VODCAST -REFLECTIVE LEARNING- 20%- Due February 12**

via course D2L site, students will develop a 20- 25 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 305 and why does it resonate with you?**

**#2 - What was an unexpected learning that you acquired from the course or fellow members?**

**#3 Were there any concepts, issues or theories that challenged you or resulted in further questions?**

**#4 - Were you able to find resolution or answers? If so, how? If not, why not?**

**#5 - Examining your responses to these questions, what concepts from the course reflect your learning. Be detailed.**

**#6 - What advice would you give a friend planning to take INDG 305? Be specific.**

### **Suggested methodology:**

Look at the **questions** and the **course objectives**, jot notes about how the course material and interactions with your cohort impacted your experience and learning and informed your understanding of the course concepts. 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.

### **FINAL ESSAY: 30% Due – March 19**

You are responsible for a 10-page double spaced research paper that critically analyzes and examines a historical and/or contemporary issue/topic that is related to Indigenous peoples and explores the impact on their “Ways of Knowing and Being” (e.g. colonization, education, social justice, research). Please ensure that your topic incorporates the course objectives. Reference materials should be incorporated into the paper utilizing APA or MLA format. The paper **requires** at least **10 references** which must be from academic sources.

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

You will need to discuss your paper with me by **January 22**

### **CLASS PARTICIPATION – 30 % - 5 days x6%=30%**

**Each morning and afternoon session attendance will be taken and students earn 3% per session each day for a total of 6% x 5 days. The earned daily grade will be imported into the grade book at the end of each day of the Block week course.**

Participation is deemed as attendance, class discussion and active participation in group learning. This course will be highly interactive and will include various opportunities for active engagement during each class session, including organized discussions, debates, small group work, etc. Your participation will be graded based on the consistency and thoughtfulness of your contributions, and on your alert and respectful interaction with others in the class.

### **COURSE SCHEDULE & TOPICS**

**January 4** - Introductions and course overview

**January 5** - Indigeneity and representation in urban and rural places and spaces. Connecting at the end of the day in the virtual circle.

**January 6** - Indigenous systems of knowing and being. Small group discussions via breakout groups. Connecting at the end of the day in the virtual circle

**January 7** – Elders Zoom visit. Questions and discussion. Connecting at the end of the end of the day in the virtual circle.

**January 8** – Visiting our learning in small group discussions. Connecting our learning to each other within the virtual circle and farewells

Please note that the above schedule is tentative and may change as the need arises.

### **FINAL EXAMINATION**

**There is no final exam scheduled for the course**

### **WRITING STATEMENT**

Written assignments are often required in Political Science courses, 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 by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

**GRADING SCALE:** The following grading scale will be used:

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)	B+ (80-84.99)	C+ (65-69.99)	D+ (53-54.99)
A (90-95.99)	B (75-79.99)	C (60-64.99)	D (50-52.99)
A- (85-89.99)	B- (70-74.99)	C- (55-59.99)	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**

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.

### **INSTRUCTOR GUIDELINES**

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student’s advantage to keep such appointments. All meetings will be held virtually.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours, to be held virtually.

## **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](http://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](http://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>

### **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](http://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/](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>.

### **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.servicenow.com/it?id=kb\\_article&sys\\_id=86e7438013753ac06f3afbb2e144b031](https://ucalgary.servicenow.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-electronic-resources-and-information-policy.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.

### **Faculty of Arts Program Advising and Student Information Resources**

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](https://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].

### **Important Contact Information**

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: [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),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

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

Graduate Students' Association

Phone: 403-220-5997

Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)

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

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto: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/>

*Student Wellness Services:*

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

*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>

*Library and Resource Website*

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