



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM
FACULTY OF ARTS**

**INDG 312 Lecture 01 (Block Week Course)
Cultural Immersion Field Course
Spring 2022**

INSTRUCTOR:	Community leader – Daryl Kootenay and Facilitator – Adela Tesarek Kincaid, PhD
EMAIL:	atkincai@ucalgary.ca
OFFICE HOURS:	Please email me to set up an appointment through zoom. The link is available through D2L.
COURSE DAY/TIME:	June 13 -17 Monday/Tuesday/Wednesday/Thursday/Friday 8:30-16:30
DELIVERY METHOD:	In-Person - classroom and outdoor on campus ST 130 and learning in a tent and teepee
COURSE PRE-REQUISITES:	INDG 303 or INDG 317

COURSE DESCRIPTION

Experience of ceremonial and cultural activities, with a focus on four themes: living values; spirituality; health and healing; and roles, responsibilities, and respect. Portions of this course will be delivered through an oral and experiential model of learning, which requires a high degree of participation from students. The course focuses on *ways of doing* but also incorporates *ways of knowing, ways of being and connecting*.

COURSE OBJECTIVES & LEARNING OUTCOMES

The International Indigenous Studies Program has a range of capacities and critical thinking skills that our Majors will develop over the course of their degree. This course sets you on the pathway to achieving them.

For the full list of program learning outcomes expected at the end of the degree, please see: <https://arts.ucalgary.ca/international-indigenous-studies/about/program-statement>

For this Course, the learning objectives are:

- Examining, understanding, and practicing Indigenous land-based learning approaches
- Understanding the stories of the Bow Valley through Indigenous story telling practices
- Applying traditional teachings to working with animals (hides)
- Connecting through the strength of the circle
- Applying Indigenous ways of doing, knowing, being and connecting
- Creating a parfleche

REQUIRED READINGS

Four required readings on land-based learning and on learning by doing will be posted on D2L. In addition, required videos on land-based learning will be posted on D2L to supplement learning.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Participation	20% (attendance, oral contributions, experiential aspects)	M/T/W/R/F
Four video reflections	Video #1 - 10% Video #2 - 10% Video #3 - 10% Video #4 - 10%	Video 1 <i>due Mon June 13</i> Video 2 <i>due Thu June 16</i> Video 3 <i>due Tue June 21</i> Video 4 <i>due Thu June 23</i>
Reading responses	10% (2.5% for each reading response for a total of 4)	Reading response A <i>due prior to course</i> Reading response B <i>due Mon June 20</i> Reading response C and D <i>due Wed June 22</i>
Final Assignment	30%	<i>Due Fri June 24</i>
Total	100%	

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

COURSE SCHEDULE & TOPICS

DATE	TOPIC	READINGS AND ASSIGNMENTS
Prior to class	Land-based learning reading to complete prior to first day	Reading A posted on D2L. Reading response A. <i>Due before course or on Monday June 13.</i>
Monday June 13	Morning: Opening circle and stories of the Bow Valley. Adela to go over course outline and first video assignment. Afternoon: Land-based learning activity and journaling.	Reflective Video #1 Self introduction and what I hope to learn? <i>Due Monday June 13.</i>
Tuesday June 14	Morning: Modern and traditional teachings by Stoney Nakoda community members. Afternoon: Preparing the hide and land-based activities. Journaling or reflecting.	
Wednesday June 15	Morning: Hide scraping and parfleche making	

	Afternoon: Parfleche making and journaling.	
Thursday June 16	Morning: Continuation of parfleche making. Review of video #2 assignment. Afternoon: Parfleche making, group reflection, and journaling.	Reflective Video #2 What I learned? <i>Due Thursday June 16.</i>
Friday June 17	Morning: Discussion of final assignments. Afternoon: Circle reflection and course conclusion.	
Monday June 20	Independent and online work through D2L	Reading B <i>Due Monday June 20.</i>
Tuesday June 21	Independent and online work through D2L	Reflective Video #3 What more would I like to learn? <i>Due Tuesday June 21.</i>
Wednesday June 22	Independent and online work through D2L	Reading C and D. <i>Due Wednesday June 22.</i>
Thursday June 23	Independent and online work through D2L	Reflective Video #4 Reflections on how I made my parfleche? <i>Due Thursday June 23.</i>
Friday June 24	Independent and online work through D2L	Land-based learning module/course - <i>Final Assignment due Friday June 24.</i>

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

PARTICIPATION

Participation includes timely and full day engagement and attendance each day. Your oral contributions should demonstrate that you are connecting learning to personal contexts and enacting learning in your life by practicing reflexivity. Oral comprehension demonstrated during class will consist of personal reflections, class discussions, and active participation in course learning. This course will be highly interactive and will include various opportunities for active engagement during each day.

VIDEO REFLECTIONS

You will be recording a total of 4 videos during this course. The videos should be no longer than 3-5 minutes in length. You can use zoom to record the videos to upload to D2L or create your own YouTube account and upload the link to the D2L dropbox. Some questions to consider when completing your videos are: Who am I? Where do I come from? What am I responsible to and for? Where will I go from here? How am I being a good relative? How does my learning connect to ways of doing, ways of connecting, ways of being and ways of knowing?

The videos are not summaries, they require you to apply course content and teachings to your own lived context, worldview, experiences, and assumptions about your connection to the land. Rewatching all videos you created before recording subsequent videos and making connections

(and referencing) to previous videos is a required task. Each video should: reference readings during and after the course (not applicable for the first video), reflect on course content, self-reflect in relation to your previous videos, reference knowledge building, reflect on your own challenges of learning during the course and how those challenges connect to learning.

Video #1 (10% Due: June Monday June 13): This learning task can be completed **before** class or **after the first day of class** and is a reflection on what you would like to learn or what you expect to learn. This first video assignment is an oral description of your position in the world, who you are (identity), where you come from, braided with your worldview, and assumptions about land-based learning. This first video will be used to make connections to your future video entries and as your learning progresses throughout the course.

Video #2 (10% Due: Thursday June 16): This learning task is to be completed on Thursday **after** class and will be a reflection on what you learned up to this point and will give you an opportunity to prepare for the closing sharing circle to take place on the last day. Ensure that you make connections and refer to your first video. Also refer to moments of challenges, break throughs, perplexities, and emotion.

Video #3 (10% Due: after class is complete on Tuesday June 21): This task should exemplify your learning over the week and through your video, you should describe evidence of your own shift in thoughts and feelings (revisiting your previous video entries will help gauge your transformation), and how the course has allowed you to build on your already established modes of learning and knowing. Referring to moments of challenges, break throughs, perplexities, and emotion are encouraged. This learning task will be completed **after the course** is completed and is a reflection on what else you would like to learn.

Video #4 (10% Due: after class is complete on Thursday June 23): This task is to be completed **after the class** takes place and is a reflection on how you made your parfleche. The meaning of your parfleche and a reflection on the traditional teachings that were shared with you.

READING RESPONSES

Short reading responses will include one or two paragraphs no longer than half a page double spaced. Please refer to due dates on the course schedule above. The one paragraph response should focus on one idea from the reading and how that connects to what was taught in the course. There will be a total of 4 readings and 4 reading responses. Reading response A, B, C, and D will be submitted through D2L and the grading rubric will be posted on D2L. Each reading response is worth 2.5% for a total of 10%. The four assigned readings will be posted on the course D2L.

The reading responses will be graded as exceeding (2.5), meeting (1.25) or incomplete/needing major revisions (0). Citations and references should follow APA.

FINAL ASSIGNMENT

The final assignment is for you to synthesize your learning in this course by creating an Indigenous land-based learning course (or module). Reflect on ways of doing (practices and procedures), knowing (teaching, learning, and research), being (identity, inclusivity, leadership),

and connecting (relationships, partnerships, connecting to land and place) when designing your course (*ii' taa'poh'to'p*). Focus on using individual and collective synthesis and understandings learned in the course. The assignment should not exceed 5 pages in length, be double spaced, 12-point font with regular margins. The assignment must include:

- one or two paragraph description outlining the purpose of the course. Cite course and other readings to ground your description in literature.
- teaching and learning objectives
- required readings (different from those assigned for our class) with a brief rationale outlining why you have added them as part of the course
- design assignments with a detailed description of each (and the percentage allocated to each). Add a brief explanation why and how the assignments align with Indigenous ways of *knowing, doing, being* and/or *connecting*. Cite the course readings where appropriate to support your rationale.
- description of the course schedule and topics. You can choose to add this as a table or figure.

The assignment will be discussed further in class and grading criteria posted on D2L. Citations and references should follow APA.

WRITING STATEMENT

Written assignments are often required in International Indigenous Studies 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
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. An A+ is solely honorific, meaning that its grade point amount is the same as an A (4.0). I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

LATE PENALTIES

Deadlines will be treated seriously. It is unfair to students who meet deadlines if those who have taken extra time are treated the same. Late assignment, those without an extension granted by the instructor, will be docked 3% per day (including weekends). Assignments more than 7 days late will not be marked and shall receive a mark of 0%. A note of caution: computer failure is not grounds for an extension. Always back-up your work to avoid last-minute catastrophes. You have free access to auto-backup cloud services through OneDrive – please use them.

Students who confront emergencies are asked to reach out to the instructor as soon as they are able to do so. Documentation will be needed to confirm the emergency. In some cases, the only accommodation may be for the student to apply for a Deferral of Term Work from the Registrar’s website.

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.

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.

Students are welcome to use laptops and other electronic note-taking devices in this course when in the classroom. Please be considerate of others and switch off all cell phones when you enter the classroom or when in the outside learning space. Sending/receiving texts and browsing the Web is extremely disruptive to others and shows a lack of respect to community members and will not be tolerated.

MENTAL HEALTH SUPPORTS

International Indigenous Studies covers topics that can have elements that are emotionally difficult to talk about. The INDG website contains supports and resources for students that can be accessed both on and off campus.

Please see:

- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus>
- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus-0>

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](https://www.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](https://www.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>.

Reappraisals

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.”

See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

The University Calendar states that for reappraisal of academic assessments (final grades):

“A student may request a reappraisal of a final grade. The only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

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.

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>). 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.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities.

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-ow.com/it?id=kb_article&sys_id=86e7438013753ac06f3afb2e144b031

Copyright Legislation

All 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)

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

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 Tower, MT 116.

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: askgsa@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/>

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>