



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM
DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS
INDG 503.3 – Lecture 01
Advanced Topics in International Indigenous Studies
Advanced Seminar in International Indigenous Methodologies
Block Week: Spring 2021**

INSTRUCTOR: Dr. Jennifer Leason

EMAIL: Jennifer.leason@ucalgary.ca

OFFICE HOURS: By appointment throughout the week via Zoom or telephone.

COURSE DAY/TIME: Monday to Friday

Synchronous 9:00-5:00 PM

DELIVERY METHOD: Web-Based (ZOOM: discussions, chat rooms, group work, presenters)

COURSE PRE-REQUISITE: 60 units, including 3 units in courses labelled Indigenous Studies at the 300 level.

BIOGRAPHY: Boozhoo, Way, Oki, Aba-wath-tech, Tansi, Greetings. Boozhoo, aniin Keesis Sagay Egette Kwe. Che miigwetch Kitche Manidou. Che miigwetch nemiin wendam oma ayayenne. My name is Dr. Jennifer Leason and I am Anishinaabe and I am a member of the Pine Creek Indian Band, Manitoba.

LAND ACKNOWLEDGEMENT: The University of Calgary is situated on the traditional Blackfoot place name "Mohkinstsis". I would like to thank the traditional territories of the Blackfoot and Treaty 7 peoples, including the Siksika, Piikani, Kainai, Tsuut'ina and Stoney Nakoda First Nations, including Chiniki, Bears paw and Wesley First Nation. The City of Calgary is also home to Métis Nation of Alberta, Region III.

STATEMENT OF EQUITY, DIVERSITY & INCLUSION: The topics covered will include difficult topics related to Indigenous-settler relations; historical and ongoing impacts of colonialism; race, racism and power; as well as social, political and economic inequities and injustices related to contemporary Indigenous affairs. This course is centered on creating a safe and ethical space (Ermine, 2015) of learning and sharing, by engaging in meaningful content, conversations and relationships with our peers, instructor(s), guest speakers and the public.

CREATING AN ETHICAL SPACE: RIGHT RELATIONS AGREEMENT

LOVE Approach the conversations, each other, and the community from a place of love and caring.

RESPECT Be open and listen to each other as we explore conversations that are greater than all of us as individuals. Contribute to a respectful environment at all times.

HUMILITY Acknowledge that struggles are different for everyone; use your best judgement and approach each interaction with kindness.

COURAGE Acknowledge that not all conversations or interactions are easy and explore truths in an open space- it's okay to make mistakes. Sometimes our mistakes are our greatest teachings.

WISDOM Be open to learning, listening to each other, and contribute your thoughts helps to build collective wisdom and encourages growth from these experiences.

HONESTY Take time to reflect on individual experiences together and honor the silence as people consider the questions asked.

TRUTH Approach what lies beneath the surface with an open mind- speak your truth with an open heart.

COURSE OVERVIEW: The goal of this course is to provide an in-depth understanding of Indigenous methodologies. Students will engage with readings, seminars, cultural activities, Elder/Knowledge Keeper

teachings and topics related to Traditional Knowledge Systems and how to conduct critical and decolonized Indigenous methods and methodologies as a way to find a link between research questions and how we come to find the answers.

COURSE OBJECTIVES AND INTENDED LEARNING OUTCOMES

Upon completing the course students should:

1. **Content Knowledge:** Students will engage with content related to:
 - Indigenous methodologies;
 - Critical and decolonized methodologies;
 - Quantitative and Qualitative Methods;
 - Developing research questions;
 - Ethics and Protocols;
 - Community Based Research.
2. **ME-SEARCH- Intercultural Capacity Building, Relationship Building and Positionality:** students will engage in exploring, understanding and articulating their own cultural orientations and positionality when conducting research with/by/for Indigenous peoples, families, communities, Nations and organizations. Students will build enhance their knowledge, communication and intercultural capacity and relationship building through the 4 R's of Indigenous education (Kirkness and Barnhardt 2001): Respect, Relevance, Reciprocity and Responsibility.
3. **WE-SEARCH- Indigenous Ethics and Protocols:** Students will engage with local Indigenous community protocols that are the foundation of local traditional knowledge systems and legal practices. This foundation will inform student development of research protocols and ethics when considering research with, by and for Indigenous peoples. Students will also learn the TCPS ethics process, complete the TCPS certificate training, with a focus on Chapter 9: Research involving First Nation, Métis and Inuit Peoples in Canada.
4. **RE-SEARCH- Skill development:** Student will develop research question(s) and selected methods. Through project based learning, students will build intercultural communication, as well as skills related to research, writing, compiling and synthesis of information/research, presentation/sharing of information and ideas, leadership, public speaking, engaging an audience in a discussion in critical and Indigenous methodologies. This also includes the ability to work independently and conduct a literature review on relevant readings, topics and applied contemporary affairs.
5. **Deconstruction and Critical Analyses:** Students will develop an in depth understanding of critical and Indigenous methodologies.
7. **Research Design and Application of Methods/Methodologies:** Students will construct a defensible research design based on the utilization of learned Indigenous methodologies.

REQUIRED TEXTS & READINGS:

Books can be purchased via UCalgary Bookstore, online (ABE books or Amazon) or you can purchase and download a PDF version directly from the publisher (through the attached links below).

You can build a digital bookshelf with VitalSource: Bookshelf Online: <https://www.vitalsource.com>

1. Absalon, K (Minogiizhigokwe). *Kaandossiwin: How We Come to Know*. Fernwood, 2011. (\$21.99)
2. Kovach, M. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. UTP, 2009. (\$27.16)
3. Smith, L. *Decolonizing methodologies: Research and Indigenous Peoples*. Zed Books, 1999. (\$21.78)
4. Walters, M., Anderson, C. (2013). *Indigenous Statistics: A Quantitative Research Methodology*. Routledge, 2013. (\$22.48-35.96)
5. Wilson, S. *Research Is Ceremony: Indigenous Research Methods*. Fernwood Publishing, 2008. (\$24.99)

ADDITIONAL READINGS : Links to additional readings will be made available on D2L.

National Collaborating Center Aboriginal Peoples Health:

<https://www.ccsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf>

United Nations Declaration on the Rights of Indigenous Peoples:

http://www.un.org/esa/socdev/unpfi/documents/DRIPS_en.pdf

Truth and Reconciliation Calls to Action (2015).

<http://www.trc.ca/websites/trcinstitution/index.php?p=905>

Readings are crucial and students are expected to come to class prepared to discuss the readings, challenge underlying themes, ask questions, consider multiple perspectives. Daily readings lists, associated materials and other information will be posted on the class D2L website.

ZOOM SYNCHRONOUS CLASSES

We will be meeting at the following Zoom link Monday to Friday 9:00 AM to 5:00 PM

Join Zoom Meeting

Topic: INDG 503 Indigenous Methodologies

Join Zoom Meeting

<https://ucalgary.zoom.us/j/92601836098>

Meeting ID: 926 0183 6098

Passcode: Indigenous

<https://ucalgary.zoom.us/j/92601836098>

LEARNING TECHNOLOGY AND REQUIREMENTS:

In order to successfully engage in their learning experiences at the University of Calgary, students are required to have reliable access to the following technology.

- 1) A computer with a supported operating system
- 2) A current and updated web browser
- 3) Microphone and speaker (built in or external) or headset with microphone
- 4) Broadband internet connection
- 5) A Webcam (built in or external)

If any of this technology is unavailable to you, or you have concerns, please email Dr. Perić as soon as possible.

Guidelines for Zoom Sessions: Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published with the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

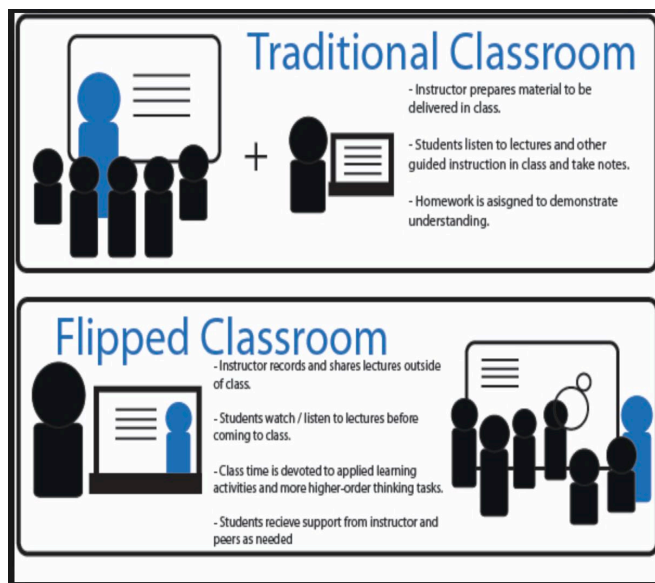
If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

FORMAT OF THE CLASS:

The format of the class is student-directed seminar and is based on a “flipped classroom” model. A flipped classroom is where students are expected to review content PRIOR TO coming to class. Class time is used to further our understanding of the content through participatory learning and application of higher-order thinking. The reason for the format of a student-discussions is based on how we learn (Glasser 1981):

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we SEE and HEAR
- 70% of what is DISCUSSED with OTHERS
- 80% of what is EXPERIENCED PERSONALLY
- 95% of what we TEACH TO SOMEONE ELSE



TERM PAPER RUBRIC:

The following criteria are used to evaluate and grade papers in courses taught by Dr. Jennifer Leason

- i. **WRITING:** Introduction: Initial definition of topic and statement of general thesis to be developed or argued. It is clear from the introduction what this essay is about, what the main sub-topics are, and author’s position. Organization and Presentation. Are the parts of this essay (including introduction, body and conclusion, paragraphs, ideas, concepts and arguments) arranged into a coherent whole? Is the essay neat and set out in a consistent (**AAA format**) format. Are there few typos or misspelled words?
- ii. **ENGAGE WITH RESOURCES:** Understanding and Interpretation of resources (class discussion, activities, readings, literature, videos, guest speakers, etc.). Is it clear that the author writes from a position of knowledge? Does the author know what he or she is talking about?
- iii. **PRESENT IDEAS:** with Creativity and Courage. Does this paper contribute new and original ideas? Is the essay thoughtful and thought provoking? Is there personal potential for application?
- iv. **QUALITY:** Overall impression of the essay. The term essay comes from the French word that means to try. As try been put into this work? **Total: ___/40 ___% Grade Assigned: ___**

Percentage	Description	Overview/ Options
DUE MAY 10-14		
20%	Daily Reflection 4 days @ 5% each 1-2 paragraphs (in discussion post on D2L)	ME-SEARCH: Positionality Possible points of discussion include:

	Must post one answer and reply to 3 posts.	<ul style="list-style-type: none"> ➤ What did I learn today and what resonated with me the most? ➤ How do I integrate what I learned today into my final research presentation and paper?
DUE WEDNESDAY MAY 12: VISIONING EXERCISE & POSITIONALITY		
20%	Positionality Reflection Paper & Creative/Artistic Expression	Based on the Visioning exercise, please summarize your "visions" and research/discussion <ul style="list-style-type: none"> ➤ Who am I and why am I doing this research? ➤ What are me/we/re-search questions? ➤ How will I do research in a good way (reconciliation/action)?
DUE THURSDAY MAY 13: TCPS Certificate of Completion		
15%	Tri-Council Policy Statement on Research with Indigenous peoples	Access the TCPS Core Modules: http://tcps2core.ca/welcome Complete the following modules 1. Core Principles 2. Defining Research 3. Assessing Risk & Benefit 4. Consent 5. Privacy & Confidentiality 6. Fairness & Equity 7. Conflict of Interest 8. REB Review Upload a copy of your TCPS certificate to the drobox in D2L
DUE FRIDAY MAY 14: STUDENT PRESENTATIONS (20%)		
15%	Student Presentations 20 minute presentation to the class.	Present an overview of your research topic:
5%	Create 3-5 discussion questions to accompany your presentation.	Questions are used to generate discussion, breathe new life into a discussion, or increase the intensity by focusing on specific issues.
DUE MAY 21: FINAL PAPER (25%)- TAKE HOME		
25%	Final Paper APA/AAA Format <u>Include a minimum of 6-8 references including:</u> 1. News or media article related to the topic. 2. 3-4 peer reviewed journal articles. 3. One Indigenous community based article. 4. One book chapter (may include textbook).	RE-SEARCH Based on your final presentation, research and compile an 8-10 page final paper. Discuss in an <u>informed way</u> , using references and citations: 1. Positionality (who am I and what is my position in relation to the project) 2. Statement of Research (what is your topic and why have you chosen this topic) 3. Research Methods (what is your method and why have you chosen this method over another) 4. What are some ethical considerations 5. How would you carry out this research?

REFLECTION/POSITIONALITY AND FINAL PAPER RUBRIC

	90% to 100% (A to A+)	80% to 89% (B+ to A-)	70% to 79% (B- to B)	60% to 69% (C- to C+)	50% to 59% (D to D+)
	Indicates work:	Indicates work:	Indicates work:	Indicates that:	Indicates work:
Engage with Resources /10 points	Skillfully selects and incorporates readings and references into examinations and explorations. Exceeds expectations for references. Creative and/or critical resources enhance and strengthen composition.	Draws effectively upon at least two course readings and three additional scholarly references. These and any additional resources are deliberately selected to strengthen examinations and explorations.	Refers to at least two course readings and three additional scholarly references. Use of resources is relevant to examination.	Refers to and/or cites some course readings and/or other resources. Resources are somewhat connected to topic or themes being examined.	Use of resources is inadequate and/or resources are unsuitable for the examination of course themes.
Writing /10 points	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written language and adherence to APA standards	Demonstrates strong ability to integrate and articulate ideas; strong clarity of written language and adherence to APA standards	Demonstrates acceptable ability to integrate and express ideas; satisfactory written language and adherence to APA standards	Demonstrates limited ability to integrate and express ideas; marginal written language and adherence to APA standards	Demonstrates weak ability to integrate and express ideas; marginal written language and adherence to APA standards
Present ideas /10 points	Presents exceptional explanation of ideas that are organized, supported, and with quality and relevant examples.	Presents a strong explanation of ideas that are organized, supported, and with quality and relevant examples.	Generally, well developed ideas that are paired with research support and some examples.	Presents ideas that are lacking in some clarity, development, and or examples.	Presents ideas that lack clarity, development and / or examples.
Quality of Examine and Connect /10 points	Conducts an insightful, focused, and nuanced examination of course themes. Synthesizes analyses through purposeful connections. Extends examinations meaningfully in relation to real life applications.	Conducts a strong and focused examination of course themes. Purposefully explores relevant connections. Makes meaningful connections to real life applications.	Conducts an appropriate examination of course themes. Makes relevant connections. Considers real life applications.	Examination of course themes is somewhat appropriate. Makes some connections and/or considers real life applications to some extent.	Examination lacks clarity and/or focus or is in need of considerable refinement. Connections are inadequate, inappropriate, or insufficiently related to the examination.

ONLINE STUDENT PARTICIPATION RUBRIC

CRITERIA	EXCELLENT	COMPETENT	IMPROVEMENT	UNACCEPTABLE
TIMELY & FREQUENCY	Multiple postings when thread is still alive.	Most contributions made when thread is alive and flow so majority of students can profit from information.	One of the last to respond. Generally only one posting.	Posting is done after most students have finished participating.
COLLABORATIVE	Positive responses to peers with pertinent and original insights. No effort to dominate.	Responds to work of others. Comments are informative and/or original.	Unaware of or disinterested in responding to others without being prompted.	Offers inadequate responses to the comments of others; short without new ideas.
SIGNIFICANT	Multiple postings that contribute to the flow of conversation and class learning.	Responds to work of others. Comments are informative and original.	May denigrate others' point of view.	Posting does not advance the substance of the conversation.
ECHOLARLY & EXPERIENTIAL	Includes analysis and/or synthesis of course readings, personal experiences and postings from others in an academic quality. Highly pertinent to the conversation.	Often includes analysis and/or synthesis of readings, experience and postings.	Significant postings are from course readings or sources without adequate synthesis and little original thought.	No evidence of processing course readings and sources. Postings are not relevant to the discussion/topic.
CLARITY, GRAMMAR, SPELLING	No errors. Postings are comprehensible.	Few errors but does not impede understanding.	Frequent errors with impede some understanding.	Multiple errors that impede understanding.
TOTAL GRADE				/100

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. 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

All assignments are due on the date listed in the syllabus. Students will be **docked 5% per day** for late submissions.

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). 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>

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/archives/2020/i-2.html> for additional information.

With regard to reappraisal of academic assessments (final grades) [I think we should use the terminology in the calendar here], I suggest the following:

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

“In the 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/archives/2020/i-3.html>

PRINCIPLES OF CONDUCT: The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

PLAGARISM, CHEATING AND STUDENT MISCONDUCT: The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

REQUIRED ACCESS TO TECHNOLOGY

Please see the University's resource page at

https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

WRITING ACROSS THE CURRICULUM: Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

INSTRUCTOR INTELLECTUAL PROPERTY: Information on Instructor Intellectual Property can be found at <https://ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

Lectures, demonstrations, performances, and any other course material provided by an instructor includes copyright protected works under the Copyright Act and all forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, performances, electronic (computer) information, the duplication of course material, and to the translation of recordings or transcriptions of any of these materials to another form by electronic or mechanical means by students is not permitted, except.

- As a formal accommodation as assessed by the Student Accessibility Services and only for individual private study and only at the discretion of the instructor.
- With the permission of the instructor, students without a formal accommodation may audio record lectures, provided that the student and instructor sign a release form available from departmental and faculty offices. A copy of the Release form shall be retained by the instructor and by the department in which the course is offered. Any audio recording by students is permitted only for the purposes of private study by the individual student. Students may not distribute, email or otherwise communicate these materials to any other person.
- For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed.
- Any use other than that described above (e.g. distributing, emailing or otherwise communicating these materials to any other person, constitutes academic misconduct and may result in suspension or expulsion.
- Students are encouraged to make notes of classroom discussions, lectures, demonstrations etc.

Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act: 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.

ACADEMIC ACCOMODATIONS

It is the student's responsibility to request academic accommodations according to the University policies. Students requesting an Accommodation on the basis of Disability are required to register with Student Accommodation Services (SAS) by submitting a Request for Accommodation in accordance with the Procedure for Accommodations for Students with Disabilities (<https://ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>). SAS will issue a Letter of Accommodation which must be presented to either designated contact person within the Department or the appropriate Instructors within 10 days of the beginning of term. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this

need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

COPYRIGHT

All **students** are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized 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.

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. 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].

Wellness and 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 mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Students requiring assistance are encouraged to email the Student at Risk line if they or others appear to need wellness assistance: sar@ucalgary.ca. For more immediate response, please call: 403-210-9355 and select option #2.

Contact Information for Student and Faculty Representation

- Student Union VP Academic 403-220-3911, suvpaca@ucalgary.ca
- Students Union Representatives for the Faculty of Arts – 403-220-3913, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Ombuds Office information can be found at: www.ucalgary.ca/ombuds/

Campus Safewalk: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.

Distress Center Calgary: 24-Hour Crisis Line: 403.266.HELP (4357) Main Office: 403-266-1601. Youth Program Office: 403-264-8337. Suite 300, 1010 – 8th Avenue SW Calgary, AB

Indian Residential School Crisis Line: Health Support Services are available to former students and their families prior to, during and following all components of Indian Residential Schools Settlement Agreement. To access services through the Indian Residential Schools Resolution Health Support Program, call 1-888-301-6426. Please take note that the National IRS Crisis Line is available 24 hours a day at **1-888-925-4419**.

DRAFT COURSE OUTLINE
(Changes may be made by the instructor on a needs basis)

Day	Time	Activity	Assignments	Responsibility
MONDAY MAY 10: ME-SEARCH				
Monday, May 10	9:00-10:00	Opening Introductions		Evelyn Good Striker Dr. Jennifer Leason
		https://www.youtube.com/watch?time_continue=3&v=7re1r0FY-4Y&feature=emb_logo Land Acknowledgement: Treaty 7/ Calgary Foundation (5:31)		
		https://locallove.ca/issues/what-are-land-acknowledgements-and-why-do-they-matter/#.XDUREq2ZPVr Land acknowledgements and why do they matter?		
		https://www.whose.land/en/?la=50.99184623991627&lo=-114.49783638444887 WHOSE LAND		
	10:00-11:00	Overview of syllabus & Expectations		
	11:00-12:00	Overview of Assignments & Readings		
	12:00-1:00	Lunch Break		
	1:00-2:00	ME-SEARCH	Positionality Paper & Visioning Summary 20%	Student
	2:00-3:00	Who am I?		
	3:00-4:00	What are my questions? Visioning Exercise		
		Toombs, E. , Dawson, A. S. , Chambers, L. , Bobinski, T. L. , Dixon, J. , Mushquash, C. J. <u>Moving Towards an Indigenous Research Process: A Reflexive Approach to Empirical Work With First Nations Communities in Canada.</u> <i>The International Indigenous Policy Journal</i> , 2009; 10(1)		
		Wilson, S., Breen, A., and L. DuPré. <i>Research and Reconciliation: Unsettling Ways of Knowing through Indigenous Relationships.</i> Canadian Scholar's, 2019.		
	4:00- 5:00	Daily Reflections and Reading	5%	Student
TUESDAY MAY 11: WE-SEARCH				
Tuesday, May 11	9:00-10:00	Summary of day one Questions & Comments		
	10:00-11:00	WE-SEARCH: How we come to know Absalon, K (Minogizhigokwe). <i>Kaandossiwin: How We Come to Know.</i> Fernwood, 2011.		
		https://www.youtube.com/watch?v=t0-8wHVRPRw Blackfeet Creation Story/Arthur Westwolf		
		https://www.youtube.com/watch?v=AB-Fi31kITs Anishinaabek Creation Story/ Elder Jim Dumont/ 1:10:07- 1:54:43		
		https://www.youtube.com/watch?v=wBqCxp4RnF8 The Mohawk Story of Creation/ Lee Claremont/TEDx Penticton		
		https://www.youtube.com/watch?v=74Y38Oy4AM4 The Raven Steals the Light/ Haida (9:27)		
	11:00-12:00	Community Based Research		
		Castleden, H. "I spent the first year drinking tea: Exploring Canadian university researchers' perspectives on community-based participatory research involving Indigenous peoples." <i>The Canadian Geographer</i> 2012; 56(2): 160–179.		
	12:00-1:00	Lunch Break		

	1:00-2:00	Wilson, S. <i>Research Is Ceremony: Indigenous Research Methods</i> . Fernwood Publishing, 2008.			
	2:00-3:00	Developing Research Questions			
	3:00-4:00	Choosing Methods			
		Drawson, A. S. , Toombs, E. , Mushquash, C. J. "Indigenous Research Methods: A Systematic Review." <i>The International Indigenous Policy Journal</i> , 2017; 8(2).			
	4:00- 5:00	Daily Reflections and Reading	5%		
WEDNESDAY MAY 12: RE-SEARCH					
Wednesday, May 12	9:00-10:00	Summary of Day 2 Questions & Comments			
	10:00-11:00	Quantitative Methods			
	11:00-12:00	Walters, M., Anderson, C. (2013). Indigenous Statistics: A Quantitative Research Methodology . Routledge, 2013.			
	12:00-1:00	Lunch Break			
	1:00-2:00	Qualitative Decolonized Methodologies			
	2:00-3:00	Kovach, M. Indigenous Methodologies: Characteristics, Conversations, and Contexts . UTP, 2009. (\$27.16)			
		Smith, L. Decolonizing methodologies: Research and Indigenous Peoples . Zed Books, 1999.			
		Archibald, J. (2008). <i>Indigenous story work: Educating the heart, body, mind and spirit</i> . Vancouver, BC: UBC Press.			
		Lavallée, L.F. (2009). Practical application of an Indigenous research framework and two qualitative Indigenous research methods: Sharing circles and Anishinabe symbol based reflection. <i>International Journal of Qualitative Methods</i> , 8(1), 21-37.			
		Graveline, F. J. (2000). Circle as methodology: Enacting an Aboriginal paradigm. <i>International Journal of Qualitative Studies in Education</i> , 13, 361-370.			
Kovach, M. (2009). <i>Indigenous methodologies: Characteristics, conversations, and contexts</i> . Toronto, ON: University of Toronto Press.					
Smith, H. (2019). Whatuora: Theorizing "new" Indigenous research methodology from "old" Indigenous weaving practice. <i>Art/Research International</i> , 4 (1), 1-27. Related URL . URL: http://hdl.handle.net/2292/47160					
3:00-4:00	Mixed Methods Two-Eyed Seeing Interdisciplinary Methods	Institute for Integrative Science and Health. Two-eyed Seeing resources . Levac, L., McMurty, L., Steinstra, D., Baikie, G., Hanson, C., and D. Mucina. " Learning Across Indigenous and Western Knowledge Systems: Reconciling Social Science Research Approaches ." University of Guelph, 2018.			
4:00- 5:00	Daily Reflections and Reading	5%			
THURSDAY MAY 13: ETHICS & PROTOCOLS					
Thursday, May 13	9:00-10:00	Summary of Day 3 Questions & Comments			
	10:00-11:00	Indigenous Research Methods & Ethics			
	11:00-12:00	Ethics & Protocols			
Ermine, W. (2007). The space of ethical engagement. <i>Indigenous Law Journal</i> , 6(1), pp.193-203.					

		Castellano, M. B. (2004). Ethics of Aboriginal research. Journal of Aboriginal Health, 1(1), 98- 114.		
		Letendre, A., & Caine, V. (2004). Shifting from reading to questioning: Some thoughts around ethics, research, and aboriginal peoples. Pimatisiwin: Journal of Aboriginal and Indigenous Community Health, 2(2), 1-31.		
	12:00-1:00	Lunch Break		
	1:00-2:00	TCPS: Ethics Certificate	15%	
	2:00-3:00			
	3:00-4:00			
	4:00- 5:00	Daily Reflections and Reading	5%	
FRIDAY MAY 14: SHARING				
Friday, May 14	9:00-10:00	Student Sharing/Presentations (20 minutes each)	20%	
	10:00-11:00			
	11:00-12:00			
	12:00-1:00	Lunch Break		
	1:00-2:00	Student Sharing/Presentations (20 minutes each)		
	2:00-3:00			
	3:00-4:00			
4:00- 5:00	Wrap-up			
TAKE HOME- FINAL ASSIGNMENT				
Friday May 21	due by 12:00 PM (noon)	8-10 page Final Paper	25%	