

**FACULTY OF ARTS
INTERNATIONAL INDIGENOUS STUDIES
COURSE OUTLINE**

**INDG 503.3-L01: Advanced Topics in International Indigenous
Studies (Advanced Seminar in International Indigenous
Methodology):
Epistemologies, Pedagogy, Teaching & Praxis**

Professor: Dr. Rain Prud'homme-Cranford

Spring: 2022

Office: SS 1124/ Remote D2L Chat and Zoom

Phone: 403-220-4664

Email: Lrain.prudhomme Cranford@ucalgary.ca

Sessions: MTWTF 9am-12pm: ASYNCHRONOUS ZOOM

MTWTF 1:00-5pm SYNCHRONOUS Zoom

Office Hours: Zoom Conferences and Phone Conference by appointment MWF

Instructor responds to Email within 24 Hrs for Block Week. I do not answer email between 8pm and 9am.

Course Description:

Shawn Wilson writes that “I think that the thing I most want you to remember is that research is a ceremony. And so is life. Everything that we do shares in the ongoing creation of our universe.” Moreover, Archibald et al address that “Indigenous stories speak from and to a deep understanding and philosophy about humans and their relations...” Therefore, expanding our understanding of the circular relationship between research, pedagogy, education/teaching, and allyship towards inclusive, equitable, and accessible education and learning praxis and allyship between both diverse local and global Indigenous communities and other marginalized communities means centering story, land, histories, and *critical listening skills*. This methodology foregrounds Indigenous epistemologies expanding Indigenous text into material culture, history, law and policy, Red Rhetorics (Indigenous Rhet/Comp), qualitative and quantitative methods, and the arts and sciences. In this class we will focus on Indigenous theory, reading across Indigenous epistemological frameworks while practicing putting text “into council,” so we might come to a better understanding of the conversations across, between, and within Indigenous and Post-Contact Indigenous communities on Turtle Island (North America). In this class we will work as a *community* to explore Indigenous epistemologies, methodologies, research, teaching, and creative production towards an understanding and implementation of Indigenous pedagogical praxis in difference to the confines of settler constructed nation states’. Over the block week we will work collectively across four major areas each class day: **M: 1. Epistemology, Methodology, and Research; T: 2. Ways of Seeing & Creative Production as**

Art/Activism/Education; W: 3. Experiential and Indigenous Learning Practices; and R (THU): 4. Indigenization, Allyship, & Education. Friday will operate as a bookend day of summation. Note the readings are rigorous and required. Block week classes are accelerated and require us to work collectively and communally. I encourage you to read and work communally in groups to cover the materials and expand our interactions, thoughts, and perspectives as each one of us has valuable knowledge, experiences, and critical thinking to share as we learn communally in recognition and relation to each other.

Prerequisite: 60 units, including 3 units in courses labelled Indigenous Studies at the 300 level.

Objectives and Expectations: Students will be responsible for course readings, expanding vocabulary, homework, presentations, writing and research assignments, and a final project/ paper option(s). As a class we will use a variety of texts to develop writing, cultural, and historic knowledge, and research skills. This will cumulate in a final seminar paper project.

- Students will learn to read/learn for aspects epistemologies. Methodologies, research, teaching, pedagogy, and praxis as connected to the concepts of Indigenous cultural, legal, artistic, and gender, as well as concepts of “education” identity imposed by settler-colonial constructs.
- Students will connect Indigenous sovereignty to Indigenous/tribal sovereignty and as acts of decolonization.
- Students will learn the challenges, relationships and differences between decolonization, indigenization, and practice vs praxis.
- Students will work in groups to create critical empathy mapping of assigned texts externally (research annotation) and internally (self-reflexivity/auto-ethnography/ “me-search”¹
- Students will reflect on connections between landbase, cultural knowledge, law & policy, gender, and theory-making to story-making, as it relates towards education, indigenization, and allyship.
- Students will connect readings/theory-making/epistemologies with historic events, ideologies and “isms,” (i.e. colonialism, racism, imperialism, idealism, modernism, feminism, etc).
- Students will work collectively in groups to annotate assigned readings to: learn to read for specific themes prevalent in particular constructs of EDI and Allyship including but not limited to landbase, culture, history, gender, sovereignty, class, race, and power and their relationships with education, equity, reciprocity, and oppression.
- Students will work in groups to process, annotate, and present material in class discussion co-facilitating the class with peers and professor **communally.**
- All written essays and formal papers must be in **MLA, Chicago style, or APA** explicitly.
- All students are required to fully participate in class discussions and are to be graded according to their vocal and intellectual participation. Those

¹ Me-Search is a term applied by Dr. Jennifer Leason towards critical self-reflexivity and rationality praxis also know as self-reflexivity and/or auto-ethnography

- who choose not to participate will not be given participation credit.
- Writing and its grading is a factor in course work evaluation
 - Students must turn in ALL assignments to receive a passing grade in the course.
 - Assignments are due digitally on D2L by the due date. Final papers will not be accepted after the due date. **Late assignments are not accepted in this block week class.**

Required Texts/SELECTIONS from/Media²

Additional Links Media/Articles/Web Media on WEEKLY SCHEDULE

[Simpson, Leanne Betasamosake. *As We Have Always Done: Indigenous Freedom through Radical Resistance*. University of Minnesota Press, 2017.](#)

[Hanson, Aubrey Jean, and ProQuest. *Literatures, Communities, and Learning : Conversations with Indigenous Writers*. Waterloo, Ontario : Wilfrid Laurier UP, 2020. Indigenous Studies Ser. Web.](#)

[Sweeney Windchief, and Timothy San Pedro. *Applying Indigenous Research Methods: Storying with Peoples and Communities*. Taylor and Francis, 2019.](#)

[Bartlett, Cheryl, Murdena Marshall, and Albert Marshall. "Two-Eyed Seeing and Other Lessons Learned Within a Co-Learning Journey of Bringing Together Indigenous and Mainstream Knowledges and Ways of Knowing." *Journal of environmental studies and sciences* 2, no. 4 \(2012\): 331–340.](#)

[Reid, Brady. "Positionality and Research: 'Two-Eyed Seeing' With a Rural Ktaqmkuk Mi'kmaw Community." *International journal of qualitative methods* 19 \(2020\): 160940692091084–.](#)

[Kovach, Margaret. *Indigenous Methodologies: Characteristics, Conversations and Contexts*. Toronto: U of Toronto, 2010. Print.](#)

[Million, Dian. *Therapeutic Nations: Healing in an Age of Indigenous Human Rights*. Tucson: U of Arizona, 2013. Print.](#)

[Broadhead, Lee-Anne, and Sean Howard. "Confronting the Contradictions Between Western and Indigenous Science: A Critical Perspective on Two-Eyed Seeing." *AlterNative : an international journal of indigenous peoples* 17, no. 1 \(2021\): 111–119.](#)

² **Note most readings are selections from larger texts and individual articles. Individual chapter assignments are listed in the weekly schedule.** Hyperlinked texts are available UC Library or Online. **Note most texts are selections from. Some Media online and PDF on D2L are provided. There are no texts to physically purchase for this class.**

[Tanaka, Michele T. D., and Gregory Cajete. *Learning and Teaching Together : Weaving Indigenous Ways of Knowing into Education*. Vancouver : UBC, 2016. Print.](#)

[Battiste, Marie Ann, and ProQuest. *Decolonizing Education : Nourishing the Learning Spirit*. Saskatoon: Saskatoon : Purich Limited, 2013. Print.](#)

[Bowra, Andrea, Angela Mashford-Pringle, and Blake Poland. "Indigenous Learning on Turtle Island: A Review of the Literature on Land-based Learning." *The Canadian Geographer* 65.2 \(2021\): 132-40. Web.](#)

[Kermoal, Nathalie, Isabel Altamirano-Jiménez, and Isabel Altamirano-Jimenez. *Living on the Land: Indigenous Women's Understanding of Place*. Edmonton, CA: Athabasca University Press, 2016.](#)

[Barker, D. eds. *Critically Sovereign: Indigenous Gender, Sexuality, and Feminist Studies*. Duke University Press, 2017.](#)

[Wilson, Shawn, et al. *Research and Reconciliation : Unsettling Ways of Knowing through Indigenous Relationships*. Canadian Scholars, an imprint of CSP Books Inc., 2019.](#)

Wilson, Shawn. *Research Is Ceremony : Indigenous Research Methods*. Black Point, N.S: Fernwood Pub., 2008. PDF

[Kimmerer, Robin. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. Minneapolis: Milkweed Editions, 2013.](#)

**** Articles and Media listed on Weekly Schedule. All Articles are hyperlinked and accessible digitally****

The course syllabus and schedule may be altered throughout the term to accommodate emerging issues and events.

Major Assignments

- 1. Group Article Annotation and Team Teach³:** Students will be assigned groups of 2-3 for a total of FIVE groups. Each day each group will be responsible for Annotating 2 articles/media texts during the Asynchronous class mornings. Annotations should address:
 - a. The 2 assigned articles for your group as designated on the weekly schedule.
 - b. What does the article claim to do? (Thesis/paraphrase Cite)
 - c. What does the article actually do and how? (Mapping Organization/Cite)
 - d. include a section of *critical* summary of key points and/or cites; (4-6 Key points and/or cites illustrating these points)
 - e. connect the reading to the sub topic of the week (2-3 sentences)

³ Last Class Friday groups will only have 1 article rather than 2.

- f. 2- Discussion Questions to posted on D2L to lead discussion that day in SYNCHRONOUS Class.

Groups will prepare and post their annotations for their 2 assigned articles in the discussion dropbox on d2L each day no later than 12pm, along with 2 /TWO discussion questions for each article your group has been assigned that day. Groups will be responsible for co-leading class discussion on their articles during synchronous class. Group Article Annotations and 2 discussion questions per article due: everyday MTWRF by 12pm **5%** each for total of **25%**
Co-facilitate class discussion **20 % (P/F average)**
Total 45%

2. **Quizzes:** Students will be responsible for a Mid-Week and End Week Quiz on the collective readings and media.

Wednesday Quiz: D2L Short answer open book reading quiz: Covers readings and media from Monday through Wednesday. Quiz opens 12am 05/4 and closes 05/05 11pm. Must be completed by deadline for credit: **10%**

Friday Quiz: D2L Short answer open book reading quiz: Covers ALL Material M-F. Quiz opens 12am 05/6 and closes 05/07 11pm. Must be completed by deadline for credit: **15%**

Total 25%

3. **Group Critical-Empathy Map:** Student Groups will select one media/video or creative text piece and one critical piece assigned over the block week and follow the directions for the Call and Response Group Critical-Empathy Map (10%) posted on D2L. Group

Empathy Map Assignments are due Monday May 9th at 4pm

Total 10%

4. **FINAL COURSE Project: CHOOSE ONE OPTION: 20% of Final Grade**

A. Expand topic CCRPD/Paper/Project from a previous Indigenous Studies content course: This option must address/explore/include significant critical conversations engaging one of the four aspects (sub-topics/sections) covered in Block Week. Students **MUST** schedule a meeting (or email dialogue) with the professor to review this option for approval. Projects expanded on for this course **MUST** include a copy of the original project **AND** the revised expanded final project which **MUST** include **25% NEW material written for this course.**

B. Lesson Plan Option: Students will work to design a 3 Day Lesson Plan around one of the four aspects (sub-topics/sections) covered in Block Week. Students will follow the assignment sheet online, including using the model/template provided. Three Day Lesson Plans should also include a 1000 word critical, self-reflex exegesis. Assignment sheet and instructions on D2L.

Due: May 21th via D2L Dropbox online. No assignments will be accepted after 8pm on 05/21.

There is no registrar-scheduled exam in this course.

- **ALL ASSIGNMENTS MUST BE COMPLETED FOR PASSING GRADE Failure to turn in ONE assignment will result in an F**
- **NO ASSIGNMENTS WILL BE ACCEPTED LATE in this BLOCK WEEK CLASS**

Block week important dates and information:

The last day to drop a Block Week course shall be 11:59pm on the first day of classes.
The last day to withdraw from a Block Week course shall be the last day of Block Week.

REQUIRED TECHNOLOGY: This is a asynchronous morning and synchronous afternoon web-based course, with the exception of five class meetings held asynchronous via D2L Discussion boards, delineated in the weekly class schedule posted on D2L. All readings, assignments and due dates are listed explicitly in the Weekly Class Schedule posted on D2L. As this is a synchronous web-based course, it means you **MUST** have a *computer device with reliable/stable internet connection, webcam, and microphone*. Your internet, webcam/video, and microphone/audio are required.

Grading

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>.

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

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

Participation

Participation as university scholars working together to better our understanding of both historic

and contemporary Indigenous issues, cultural sustainability, and critical engagement with and by Indigenous Peoples is imperative to learning and mastering the process of interdisciplinary studies within Indigenous Studies. Participation consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation in the discussions as well as the quality of their responses. Coming to class prepared (books, homework, writing utensils) also qualifies as participation. **Only students present for the discussion will be given the points.** Your participation is mandatory for your individual academic growth and our collective growth as scholars dialoguing our knowledge. *Community* is key in all things. This classroom is a community setting. *For our community to function we must be beholden to reciprocity.*

Essays and Paper format: All writing assignments SHOULD engage analytic responses and be MLA, Chicago, or APA formatted, following MLA, Chicago, APA format layout and citation/works cited formats. Your instructor will give detailed instructions before each essay assignment.

For all written course assignments, including both essays, the final exam, and any in-class writing activities, students will be evaluated on their analytical skills, writing, referencing, and their ability to develop and sustain an argument. Assessment of writing skills will include elements such as grammar, punctuation, sentence structure, clarity, and organization. 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>.

Revision Policy: Please note: I do not allow revisions on papers. I do meet with students to go over paper drafts. I strongly recommend and encourage you meet with me to go over the rough draft of you final paper projects. **While conferences are not mandatory, they are strongly encouraged.**

Attendance and Late Work: Your attendance at every class meeting is required to earn full participation. Absences in a block week critically impair your course progress and processing of material. Should a medical or family emergency arise in block week that will require your absence, *please notify me as soon as possible.* The instructor reserves the right to drop your final grade one letter grade for every block week class day you miss. Any medical complications should be addressed and arrangements made with the instructor. If a conflict arises between your obligation to attend class and an obligation to the university, personal, family, or community obligations it is your responsibility to see me in advance, hand in all assignments, and to make up work missed during your absence. *I will happily work with you so we can find a way to success in the course, but communicating will be key.*

Late Work: Assignments No Assignments will be accepted late during block week. Any assignment not posted by the due date and time will be given a zero.

Classroom Decorum and Respect

Students and the instructor will seek to foster a **community environment** that is conducive to

scholarly, critical, emotional, and spiritual dialogue. This means **respect** of your peers and instructor is MANDATORY. Respect includes but is not limited to: NO CELL PHONE USE (THIS INCLUDES TEXTING), carrying on conversations while someone is speaking, reading non-class material in class, using gender, classiest, sizest and/or racially biased language, and unapproved electronic devices. **We must work communally, coming to the center recognizing we all have experiences, perspectives, and histories that are knowledgeable and contribute. We learn from each other in a circular system of call and response, critical listening, Respect, Relevance, Reciprocity, Responsibility.**

IMPORTANT POLICIES AND INFORMATION

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 (*for web-based courses*).

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. These meetings may be held virtually (*for web-based courses*).

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others 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>

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 Commissioner 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.

Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

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/>
Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>

Facebook Group for Indigenous Studies Program

<https://www.facebook.com/groups/UC.IIST/>

INDG Program Website

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

Writing Symbols Lodge (Native Centre) Website

<https://www.ucalgary.ca/nativecentre>

International Indigenous Studies Program:

Indigenous Studies focuses upon such aspects of Indigenous peoples' experience as arts, cultures, ecologies, economies, histories, identities, knowledge, languages, literatures, music, community and political dynamics,

relations with others, and ways of knowing. International Indigenous Studies examines those topics in Canada and elsewhere around the world, often in an explicitly comparative perspective. The University of Calgary International Indigenous Studies B.A. program is unique in its close attention both to the international realm and to Indigenous peoples' ways of knowing. <http://www.ucalgary.ca/indg>

Native Centre University of Calgary: The Native Centre at the University of Calgary hold the mission of “to provide a culturally appropriate environment that encourages and supports the success of Aboriginal students in their pursuit of knowledge and higher education.” The Native Centre is located on the 2nd floor of the Union. The Native Centre offers academic, personal, and cultural support programs, services, and recommendations for FNMI students while offering a community space for Indigenous Peoples on campus. nativecentre@ucalgary.ca; <https://www.ucalgary.ca/nativecentre/>

Guidelines on e-mail Etiquette: <https://gsa.ucalgary.ca/wp-content/uploads/2016/09/Email- Etiquette.pdf>

Library and Research Support: The Taylor Digital Library offers research support to students, including strategies for finding articles, books, and other library materials.

To consult with a librarian by subject matter:

<http://library.ucalgary.ca/services/consult>

Academic regulations and schedules: Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <http://www.ucalgary.ca/pubs/calendar/current/index.htm>

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? The new Arts Students' Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns. For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library. For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts: arts1@su.ucalgary.ca;

arts2@su.ucalgary.ca; arts3@su.ucalgary.ca; arts4@su.ucalgary.ca

Contact for Students Ombudsman's Office: <http://www.ucalgary.ca/provost/students/ombuds>

Universal Student Ratings of Instruction (USRI): "At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference - please participate in USRI Surveys."

“Dear John: I’m still here and halfbreed,/ after all these years/ you’re dead. ...”
~Marylin Dumont, “Letter to Sir John A. MacDonald,” from *A Really Good Brown Girl* (1996)

BLOCK WEEK SCHEDULE

READINGS AND MEIDA ETC ARE TO BE READ BEFORE/ADVANCE of LIVE CLASS START time. This means all material for the day should be read/viewed/accessed and assignments posted in prep for synchronous class.

Monday 5/2: 1. Epistemology, Methodology, and Research

Asynchronous:

Watch Review Dr PC Zoom Recorded Video: Syllabus, Schedule, Course Welcome

Read:

1. Prologue/Introduction and Chpt 3 in M. Kovatch [Indigenous Methodologies: Characteristics, Conversations and Contexts.](#)
2. Introduction, Chpt 1 & 2 in Tanaka & Cajete [Learning and Teaching Together: Weaving Indigenous Ways of Knowing into Education](#)
3. Chpt. 5 Sandi Wemigwase, Eve Tuck in [Applying Indigenous Research Methods: Storying with Peoples and Communities](#)
4. Chpt 2; 3; 5 in *Research Is Ceremony: Indigenous Research Methods* PDF
5. J. Archibald "An Indigenous Storywork Methodology." PDF

Watch:

1. [Big Thinking - Leroy Little Bear: Blackfoot metaphysics 'waiting in the wings'](#)
2. [Dr. Jo-ann Archibald on Indigenous Storytelling](#)

Assignments:

Group 1: Annotate & Discussion Questions M. Kovatch Introduction & Chpt. 3

Group 2: Annotate & Discussion Questions Tanaka & Cajete Introduction, Chpt 1

Group 3: Annotate & Discussion Questions Tanaka & Cajete Chpt 2; Wemigwase & Tuck Chpt 5

Group 4: Annotate & Discussion Questions Wilson Chpt 2 & 3

Group 5: Annotate & Discussion Questions Wilson Chpt 5; Archiblad PDF

Post Annotations and 2 Discussion questions for each group on D2L Monday Discussion forum by 12:00pm

Synchronous:

Welcome Introductions:

Class discussion of Morning Readings, Group Discussion Questions, Dr PC Discussion Questions

Monday Open Office Zoom Hour: 11:30am-12:30pm

Tuesday 5/3: 2. Ways of Seeing & Creative Production as Art/Activism/Education;

Asynchronous:

Read:

1. Chpts 7, 8 in L. Simpson [As We Have Always Done: Indigenous Freedom through Radical Resistance.](#)

2. Chpts 4, 5, 8 in A. Hanson [*Literatures, Communities, and Learning: Conversations with Indigenous Writers*](#)
3. [Bartlett, Cheryl, Murdena Marshall, and Albert Marshall. "Two-Eyed Seeing and Other Lessons Learned Within a Co-Learning Journey of Bringing Together Indigenous and Mainstream Knowledges and Ways of Knowing." Journal of environmental studies and sciences 2, no. 4 \(2012\): 331–340.](#)
4. [Reid, Brady. "Positionality and Research: 'Two-Eyed Seeing' With a Rural Ktaqmkuk Mi'kmaw Community." International journal of qualitative methods 19 \(2020\): 160940692091084–.](#)
5. [Short Web Articles:](#)
["How Indigenous creators are nurturing a space on TikTok to educate and entertain"](#)
["Unapologetically Indigenous': How TikTok..."](#)
6. [Creative Samples PDF/Digital](#)
 Poetry/Prose PDF Reading Packet (selections from: M. Carmen Lane, Tenille Campbell, Kimberly Wieser, Craig Santos Perez, Kim Shuck, Viviane Faith Prescott, Marilyn Dumont, tunchai redvers)
[Creating Space Conference Art and Statements: All Our Communities: Relationships and Relationality in Healthcare](#)
 Artists:
 - A. [Jennifer Leason](#)
 - B. [Emma-Jane Cohen](#)
 - C. [Sheldon Pierre Louis](#)
 - D. [Rain Prud'homme-Cranford](#)
 - E. [Tanis Erasmus](#)

Watch/Listen:

[Indigenous Art and Activism: Three Voices](#)

[M. Carmen Lane with Jennifer Kreisberg "Some Notes on Racism During a Pandemic"](#)

Assignments:

Group 1: Annotate & Discussion Questions Chpts 7 & 8 L. Simpson

Group 2: Annotate & Discussion Questions Chpts 4 & 5 A. Hanson

Group 3: Annotate & Discussion Questions Chpt. 8 A Hanson; C Barlette et al

Group 4: Annotate & Discussion Questions B. Reid; Short Web Articles

Group 5: Annotate & Discussion Questions PDF Poetry/Prose Samples; Creating Space Artists Art & Statements

Post Annotations and 2 Discussion questions for each group on D2L TUESDAY Discussion forum by 12:00pm

Synchronous:

Class discussion of Morning Readings, Group Discussion Questions, Dr PC Discussion Questions

Wednesday 5/4 3. Experiential and Indigenous Learning Practices Asynchronous:

Asynchronous:

Read:

1. [Chpt 9; in L. Simpson *As We Have Always Done: Indigenous Freedom through Radical Resistance*.](#)
2. [Chpt. 7 M. K. Melson in Barker *Critically Sovereign*](#)
3. [Chpt. 5 in K. Kemoal in *Living on the Land: Indigenous Women's Understanding of Place*](#)
4. [Bowra, Andrea, Angela Mashford-Pringle, and Blake Poland. "Indigenous Learning on Turtle Island: A Review of the Literature on Land-based Learning."](#)
5. [Chpt 3; 7; 8 in in Tanaka & Cajete *Learning and Teaching Together: Weaving Indigenous Ways of Knowing into Education*](#)
6. [N. Romero and S. Yellowhorse. "Unschooling and Indigenous Education"](#)
7. [Short Selections from RW Kimmer *Braiding Sweetgrass*](#)
 - "The Gift of Strawberries"
 - "Learning the Grammar of Animacy"
 - "In the Footsteps of Nanabozho: Becoming Indigenous to Place"
8. [Chpt. 43 D Gaertner in *Learn, Teach, Challenge*](#)

Watch:

[Embodied Tribalography LeAnne Howe](#)
["What is Land-Based Learning? A Digital Forum"](#)

Assignments:

Group 1: Annotate & Discussion Questions Chpt 9; in L. Simpson; Chpt 7 M.K. Nelson in *Critically Sovereign*

Group 2: Annotate & Discussion Questions Chpt. 5 K. Kermoal in *Living on the Land*; Bowra et al

Group 3: Annotate & Discussion Questions Chpt 3, 7 in Tanaka & Cajete

Group 4: Annotate & Discussion Questions Chpt 8 in Tanaka & Cajete; Romero & Yellowhorse

Group 5: Annotate & Discussion Questions Kimmer selections *Braiding*; Chpt 43 Gaertner in *Learn, Teach, Challenge*

Post Annotations and 2 Discussion questions for each group on D2L WEDNESDAY
Discussion forum by 12:00pm

Synchronous:

Class discussion of Morning Readings, Group Discussion Questions, Dr PC Discussion Questions

Wednesday Mid-Week Open Book Quiz (Material M-W) DUE D2L: Opens 12am 05/4 closes 05/4 11pm

Thursday 5/5: 4. Indigenization and Allyship Education

Asynchronous:

Read:

1. [Chpts 5 & 6 in M. Batiste *Decolonizing Education: Nourishing the Learning*](#)

[Spirit](#)

2. Chpt 10-12 in Tanaka & Cajete [Learning and Teaching Together: Weaving Indigenous Ways of Knowing into Education](#)
3. Chpt. 40 W. Cariou “Who Is the Text in This Class? Story, Archive, and Pedagogy in Indigenous Contexts” in [Learn, Teach, Challenge.](#)
4. Chpt. 39 M Fortin “Ought We to Teach These?” Ethical, Responsible, and Aboriginal Cultural Protocols in the Classroom” in [Learn, Teach, Challenge.](#)
5. [Videos:](#)
 - [Willie Ermine: What is Ethnical Space?](#)
 - [Willie Ermine: Ethnical Space in Action](#)
6. Castleden, H. ["I spent the first year drinking tea: Exploring Canadian university researchers' perspectives on community-based participatory research involving Indigenous peoples"](#)
7. [12 in L. Simpson *As We Have Always Done: Indigenous Freedom through Radical Resistance.*](#)

Watch:

[Two Spirit Healing and Teachings with Harlan Pruden and Jesse Dame](#)
[The Role of Allies in Canada's Reconciliation: A Few Thoughts](#)

Assignments:

Group 1: Annotate & Discussion Questions Chpts 5 & 6 in M. Batiste

Group 2: Annotate & Discussion Questions Chpts 10, 11 in Tanaka & Cajete

Group 3: Annotate & Discussion Questions Chpts 12 in Tanaka & Cajete; Chpt. 40 W. Cariou in *Learn, Teach, Challenge*

Group 4: Annotate & Discussion Questions Chpt. 39 M Fortin “Ought We to Teach These?” in *Learn, Teach, Challenge*; Videos E. Ermine

Group 5: Annotate & Discussion Questions Castleden “I Spent”; Chpt. 12 in L. Simpson

**Post Annotations and 2 Discussion questions for each group on D2L THURSDAY
Discussion forum by 12:00pm**

Synchronous:

Class discussion of Morning Readings, Group Discussion Questions, Dr PC Discussion Questions

Thursday Open Office Zoom Hour: 11:30am-12:30pm

Friday 5/6: GATHERING OUR WATERS: Conversational Currents towards Teaching & Allyship in Indigenous Education

Asynchronous:

Read:

1. Chpt. 5 in D. Million [Therapeutic Nations: Healing in an Age of Indigenous Human Rights](#)
2. Chpt10 in M. Batiste [Decolonizing Education: Nourishing the Learning Spirit](#)

3. [Broadhead, Lee-Anne, and Sean Howard. "Confronting the Contradictions Between Western and Indigenous Science: A Critical Perspective on Two-Eyed Seeing." *AlterNative: an international journal of indigenous peoples* 17, no. 1 \(2021\): 111–119.](#)
4. Chpt 13. D. H. Justice "Go Away Water!: Kinship Criticism and the Decolonization Imperative." in [Learn, Teach, Challenge.](#)
5. Chpt. 10 King et al in [Research and Reconciliation: Unsettling Ways of Knowing through Indigenous Relationships](#)

Watch:

[Andrew Jolivéte | Radical Love and Healing Past Trauma | Equity Talks](#)

[Indigenous storytelling as a political lens | Tai Simpson](#)

[Why We Need to Amplify Indigenous Voices? | Sara Sinclair](#)

Assignments:

Group 1: Annotate & Discussion Questions Chpt. 5 D Million

Group 2: Annotate & Discussion Questions Chpt. 10 M Batiste

Group 3: Annotate & Discussion Questions Broadhead et al

Group 4: Annotate & Discussion Questions D. H. Justice

Group 5: Annotate & Discussion Questions King et al

Post Annotations and 2 Discussion questions for each group on D2L FRIDAY Discussion forum by 12:00pm

Synchronous:

Class discussion of Morning Readings, Group Discussion Questions, Dr PC Discussion Questions

Friday Final Block Week Open Book Quiz (Material M-F) DUE D2L: Opens 12am 05/6 closes 05/7 11pm

Empathy Map Assignments are due Monday May 9th at 4pm

Monday May 9th Open Office Zoom Hour: 1:00pm-2:00pm

FINAL PROJECTS: Due: May 21th via D2L Dropbox online. No assignments will be accepted after 8pm on 05/21.

“Radical love, as I employ it here, involves a dissolution of boundaries between human beings, wherein a deep sense of love for all aspects of life shatters notions of difference between male, female, queer, Two-Spirit, mixed-race, differently able... radical love asks us to take personal responsibility for the well-being of those who are most different from us.”

~ Andrew Jolivéte (Atakapa-Ishak /Louisiana Creole) *Indian Blood: HIV and Colonial Trauma in San Francisco's Two-Spirit Community*

All assigned readings are required, even if not discussed in class. Readings should be completed by the day they are listed on the syllabus.

The instructor reserves the right to amend topics on the syllabus as required /fitting to the course.