



International Indigenous Studies Program

Website: <https://arts.ucalgary.ca/international-indigenous-studies>

Spring/Summer 2023

INDG 506.02 (L01) Advanced Seminar in Land-Based Learning: Stoney-Nakoda

Pre/Co-Requisites: Indigenous Studies 201 and 3 units from Indigenous Studies 303 or 345
Antirequisite(s): Students may not register in, or have credit for, INDG 506.02 if they have previous credit for INDG 312.

Instructor: Dr. Adela Tesarek Kincaid with Daryl Kootenay, Iyarhe-Nakoda community youth leader	Lecture Location: In Tipi on campus and ST 125
Email: atkincai@ucalgary.ca	Lecture Days/Time: June 5-9, MTWRF, 8:30 – 16:30
Office: SS 724	
Office Hours: By appointment	
Instructor Email Policy: Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.	

COURSE DESCRIPTION

An advanced study of how learning is done with the land and may be guided by Indigenous knowledge keepers. Material is offered from a variety of Nations' perspectives. May be held outside and/or off-campus. Students may enrol in multiple iterations of the course – Blackfoot (INDG 506.01), Stoney Nakoda (INDG 506.02), or Tsuut'ina (INDG 506.03) iterations of the course.

- 506.01. Blackfoot
- 506.02. Stoney Nakoda
- 506.03. Tsuut'ina

Experience of ceremonial and cultural activities, with a focus on four circles: 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:

- Understanding, and practicing Indigenous land-based learning approaches
- Understanding the stories of the Bow Valley through Stoney-Nakoda story telling practices
- Applying traditional teachings to working with animals (hides)
- Connecting through the strength of the circle and community
- Applying Indigenous ways of doing, knowing, being and connecting through community-led approaches
- Creating a parfleche
- Reviewing existing literature on land-based learning and suggesting how to learn by doing

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. The final assignment will require students to find and review scholarly literature on land-based learning as well as the TRC Calls to action, ii' taa'poh'to'p or UNDRIP.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Participation	Must pass (attendance everyday, oral contributions, participate in experiential aspects)	M/T/W/R/F
Four video reflections* *Opportunity for one revision of each video	Video #1 – Pass and submit on time Video #2 – Pass and submit on time Video #3 – Pass and submit on time Video #4 – Pass and submit on time	Video 1 due Monday June 5 , Video 2 due Thursday June 8 , Video 3 due Tuesday June 13 , Video 4 due Thursday June 15 .
Reading responses	Submit and pass all reading responses with the opportunity for one revision of each submission	Reading response A due prior to course , reading response B due Monday June 12 , reading response C and D due Wednesday June 14 .
Final Assignment	30%	Due Friday June 16
Total	100%	

If a student misses a required course component, please get in touch the instructor as soon as possible (see Late Penalties).

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 5.</i>
Monday June 5	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/reflecting/deep listening.	Reflective Video #1 Self introduction and what I hope to learn and already know? <i>Due Monday June 5.</i>
Tuesday June 6	Morning: Modern and traditional teachings by Stoney Nakoda community members. Afternoon: Preparing the hide and land-based activities. Journaling/reflecting/deep listening.	
Wednesday June 7	Morning: Community hide scraping Afternoon: Community hide scraping. I am, We are.	
Thursday June 8	Morning: Parfleche making. Review of video #2 assignment. Afternoon: Parfleche making, group reflection.	Reflective Video #2 What I learned? <i>Due Thursday June 8.</i>
Friday June 9	Morning: Discussion of final assignments. Closing Circle Afternoon: Circle reflection and course conclusion.	
Monday June 12	Independent and online work through D2L	Reading B <i>Due Monday June 12.</i>
Tuesday June 13	Independent and online work through D2L	Reflective Video #3 What more would I like to learn? <i>Due Tuesday June 13.</i>
Wednesday June 14	Independent and online work through D2L	Reading C and D. <i>Due Wednesday June 14.</i>
Thursday June 15	Independent and online work through D2L	Reflective Video #4 Reflections on how I made my parfleche? <i>Due Thursday June 15.</i>
Friday June 16	Independent and online work through D2L	Land-based learning - <i>Final Assignment due Friday June 16.</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 OR WRITTEN REFLECTIONS

Videos are the preferred format but you may choose to write a 2 page reflection instead (please speak to the instructor if your preference is to write). 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 5): 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 8): 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 13): 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 15): 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.

Students will have one opportunity to implement the suggestions offered by the instructor to earn a

'Pass' if the assignment criteria are not met.

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 must earn a pass (with one opportunity for revision once feedback is received). The four assigned readings will be posted on the course D2L.

The reading responses will be graded as a pass, needs minor revision, or needs major revision. If revisions are recommended, students will have one opportunity to resubmit the assignment. Please meet with the instructor prior to resubmission. Citations and references should follow APA. All reading responses must earn a pass and be submitted two days following feedback received from the instructor.

FINAL ASSIGNMENT

*Please note that before you begin this assignment choose to read one (or all) of the following: ii' taa'poh'to'p, TRC Calls to action, UNDRIP (links provided in D2L). Clearly engage with one of these guiding documents and provide **one** quote to guide your work on the Indigenous land-based learning experience you are creating.*

Students will meet with the Instructor on **Monday June 12 at 11:00am** for a one-hour workshop to discuss the final assignment. The final assignment will ask students to synthesize their learning in this course by completing a literature review of scholarly work on land-based learning **and** create an Indigenous land-based learning experience. The literature review will consist of students finding and closely examining 4 scholarly publications on land-based learning and completing an annotation exercise. The second component of the assignment is to identify ways of doing (practices and procedures), knowing (teaching, learning, and research), being (identity, inclusivity, leadership), and connecting (relationships, partnerships, connecting to land and place) while designing an Indigenous land-based learning experience (*ii' taa'poh'to'p*). Focus on using individual and collective synthesis and understandings learned in the course. The assignment must include:

- one or two paragraph description outlining the purpose of the learning experience you are creating. Cite course and other readings to ground your description in literature. Identify the audience (who is this learning experience for?)
- add a guiding quote for your activity from one of the documents you choose to read
- Include teaching and learning objectives (4 minimum)
- describe any required preparation for the learning experience (i.e. spending time learning from the land, reflection, readings, learning from Elders etc.)
- design a song, story, podcast, artwork, video demonstration, photo diary, creation, interview, or a written description of the learning experience. Add a brief explanation of why and how the learning experience aligns with Indigenous ways of *knowing, doing, being* and/or *connecting*. Cite sources from your literature review and the course, where appropriate, to support your rationale.
- add a description of the layers of learning needed to develop the learning experience (before, during and after). You can choose to add this as a table or figure (picture or artwork) with a written explanation.

The assignment should not exceed 8 pages in length, be double spaced, 12-point font with regular

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margins (excluding the song, podcast, artwork, photo diary, video demonstration, creation, interview, or a written description, and also excluding the literature review). The assignment will be discussed further in class and posted on D2L. Citations and references should follow APA format. Students will have one opportunity to implement the suggestions offered by the instructor to earn a 'Pass' if the assignment criteria are not met during the first round of submissions.

FINAL EXAMINATION

Provide the following detailed information

Final Exam	No
Format	N/A
Modality	N/A
Type	N/A
Duration	N/A
Aids	Aids will be allowed throughout the course and should be discussed with the instructor.

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: This course is Pass/Fail and students must pass all components of the course. If needed, students will be given one opportunity to implement the suggestions made by the Instructor to earn a 'Pass'. The marking rubric will be provided on D2L and students will be guided on how to complete each section of the rubric during the first day of classes.

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. Assignments more than 4 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. 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 please email the instructor and suggest several meeting times for 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. Please request a one-on-one meeting if needed.

Students are welcome to use laptops and other electronic note-taking devices in the classroom. All devices should be put away and turned off when learning in the Tipi. Please be considerate of others and switch

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off all cell phones when you enter the Tipi and classroom. Sending/receiving texts and browsing the Web is 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>

IMPORTANT POLICIES AND INFORMATION

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.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

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>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

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

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.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.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

Academic 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. 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 <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

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

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allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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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 <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@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, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

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

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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>