INSTRUCTOR: Dr. Reg Crowshoe and Victoria (Vicki) Bouvier

TELEPHONE: [omitted]

EMAIL: rcrowshoe@ucalgary.ca; vmbouvie@ucalgary.ca (for any direct inquiries, please refer all emails to Vicki)

OFFICE HOURS: available upon request prior, or after the course.

COURSE DAY/TIME: June 10th – June 14th, 2019 (9:00am – 4:00pm)

COURSE LOCATION: Grass area outside Engineering and behind Spo’pi house

COURSE PRE-REQUISITES: One of the following: Indigenous Studies 217, or 303, or 317

COURSE DESCRIPTION:
This course is an overview of First Nations and Metis people, with specific attention to Blackfoot and Métis oral cultural systems. Historical and current issues will be covered, including: importance of language, stories of origin, different band treaties and scrip, land ownership and governance. This course will provide an overview of the oral cultural practices, oral models of learning, concepts of oral management systems, and oral comprehension. This course will be delivered through an oral model of learning, which requires a high degree of participation from students involved.

COURSE OBJECTIVES & LEARNING OUTCOMES:
1. Explore and understand an oral inquiry process.
2. Distinguish between oral and written management systems and see parallels between the two.
3. Describe natural, absolute, and practical laws and the importance to oral systems.
4. Describe the concepts of venue, action, language, and song (VALS) and the co-relation to oral knowledge systems.

REQUIRED TEXTBOOK(S):
Required readings will be posted on D2L.

COURSE COMPONENT WEIGHTS AND DUE DATES:

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>WEIGHTING</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual video entry (1)</td>
<td>15</td>
<td>June 7th</td>
</tr>
<tr>
<td>Commitment to learning</td>
<td>10</td>
<td>June 10th</td>
</tr>
<tr>
<td>Individual video entry (2)</td>
<td>15</td>
<td>June 10th</td>
</tr>
</tbody>
</table>
## International Indigenous Studies 312: Cultural Immersion Field Course

### COURSE SCHEDULE & TOPICS:
The schedule is tentative and may change as the need arises.

<table>
<thead>
<tr>
<th>Day</th>
<th>ACTIVITIES/TASKS</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-course work</td>
<td>Individual Video Entry (1)</td>
<td>DUE: June 7 11:59 PM</td>
</tr>
</tbody>
</table>
| Day 1 | Morning: tipi raising; smudge; commitment to learning – offering of tobacco; model of learning; course syllabus  
Afternoon: Introduction to course and content; group collaborative session (determine groups) | June 10               |
|      | Commitment to learning                                | DUE: June 10 In class |
|      | Individual Video Entry (2)                            | DUE: June 10 11:59 PM |
| Day 2 | Natural Laws - Stories, Songs  
Absolute Laws                                       | June 11               |
| Day 3 | Processes  
Practical Laws  
Validation  
(Venue, action, language, and song)                  | June 12               |
|      | Individual Video Entry (3)                            | DUE: June 12 11:59 PM |
| Day 4 | Paralleling Systems  
Individual Truthing                                    | June 13               |
|      | Individual Truthing                                    | DUE: June 13th In Class |
| Day 5 | Collective Truthing / Group Presentations             | June 14  
DUE June 14th In Class |
| Post-course work | Learning Task 4: Final Video Entry | DUE: June 18 11:59 PM |
ASSIGNMENT(S)

Individual Video Entry Submission (1) – worth 15% - Due: June 7th (prior to course start)

This learning task is **due before class**. Within an oral model learning, there is preparatory work that needs to occur before you attend circle. This assignment requires you to describe, orally, your positioning in the world with specific attention to your knowledge system. What is your worldview, how did you come to acquire your worldview, what are you assumptions about knowledge, truth, validation of knowledge, and how you come to know. The learning task will be the basis of your learning assessment for your subsequent video entries. You will use this video to refer to during the course while making the connections of Task 1 to your further video entries.

*Video entry should be no longer 5 minutes in length.

Individual Video Entry Submissions (2/3): – worth 15% Due: June 10, June 12

These video entries will illustrate your learning over the course. They need to include the re-watching of all previous videos and feedback videos to complete the video. This is a requirement for the full grade.

Additionally, each video entry needs to include:
- reference to readings/course material/stories (lectures) completed prior and during the course
- reflections of the course content as they directly relate to your own experiences
- self-reflections in relation to prior to videos.
- reflections on your own challenges of learning during the course with a reflection on how those challenges have prompted your learning.

****This is not a summary task, this is a synthesis task that requires you to apply the course content and teachings to your own lived context, worldview, experiences, and assumptions about knowledge generation and validation. Re-watching all videos before you record and referencing your previous videos is required for this task.

** Video entries should be no longer than 5 minutes in length

Individual Video Entry Submission (4) – worth 15% - Due: June 18

This video entry will illustrate your learning over the week-long course. It needs to include the re-watching of all previous videos and feedback videos to complete the last video. This is a requirement for the full grade.

Additionally, this video entry needs to include:
- reference to readings completed prior and during the course
- reflections of the course content as they directly relate to your own experiences
- self-reflections in relation to prior to videos.
- reflections on your own challenges of learning during the course with a reflection on how those challenges have prompted your learning.

Ultimately, 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 video entry 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 strongly encouraged.

*Please note – this is not a summary task, this is a synthesis task that requires you to apply the course content and teachings to your own lived context, worldview, experiences, and assumptions about knowledge generation and validation.

** Video entry should be no longer than 10 minutes in length

**Submitting Video Entries Instructions**

This learning task will require you to submit each individual video entry from your own YouTube account and then upload the link to the drop box by the due date. This means you will have to create your own YouTube account. When you are uploading videos to your account, make sure the videos are listed as unlisted. This permission will not allow anyone to be able to see your videos other than who you provide a link to. Instructions will be posted on D2L for your reference.

Once you have the YouTube link, you will have open your e-portfolio (found in tools) and then add the link to your e-portfolio. Once that is completed, you will have to open your drop box submission and add the link from your e-portfolio.

*Video files (i.e. mp4) will not be accepted.

**Provide yourself time to set up the account, record the video, and allow for uploads.

***If you do not have the ability to video record your submissions, audio recordings will be accepted, but notification needs to be submitted to the instructor five days prior to the course beginning.

**Commitment to Learning – worth 10% - Due in class June 10th**

The commitment to learning is a practice embedded in the oral process of learning. This commitment is facilitated with an offering of tobacco during class as a way to set the intention for your own learning and what you want and will commit to during the course duration.

**Individual truthing – worth 10% - Due in class June 13th**

This learning task is a synthesized individual truthing based on your own learning during the course. To prepare for the truthing, (re)watch all three previous videos and consider your learning thus far via course material, teachings, and discussions. Then prepare a small verbal presentation for the class to be given during class time and with smudge. You can use notes, but this is not required when speaking during your time. The presentation is very informal and is used as a way, in oral systems, to validate your learning collectively. We encourage students to understand their learning process includes all your senses and is welcomed as part of the verbal presentation. Connecting learning with both head and heart is integral.
Collective Truthing/Group Presentation – worth 20% - Due June 14th

This learning task will be a group collaborative learning project that will be presented during the last day of class. In groups of 3 – 4, students will work together to synthesize the learning concepts from the week and present them to the class. The main concepts that will be assessed for this project will be oral literacy and competency, and oral validation through **venue, action, language and song**. In addition, the group will choose a form of physical documentation to symbolize the knowledge they have formulated as a group. This is both an individual and collective synthesis project. Sharing your own understandings to create a collective ‘understanding’ is key.

**PARTICIPATION**

This course is facilitated through the participation of all students and instructors in the course. The oral inquiry process is predicated on the sharing of thoughts, feelings, insights, challenges, and understandings of the course concepts and material. Students are expected to participate to the best of their abilities through the entire course duration.

Each class will begin at 9:00 am with a smudge, please respect the oral process and be in attendance before the smudge begins our classes.

Tipi - We will be sitting on the ground for the duration of the week-long course. Please bring any items that will make this as comfortable as possible (i.e. blankets, pillows – it may be chilly in the mornings). A stadium type chair is acceptable.

Protocol – women are expected to bring a long skirt to wear each day while in the tipi. If you do not have a skirt, you can bring a blanket to ensure your legs are covered. Please also ensure that your shoulders are covered during the time in the tipi (if you prefer tank tops to wear, please ensure you have a shawl to cover during the tipi).

**MID-TERM EXAMINATION**

There is no mid-term exam.

**FINAL EXAMINATION**

There is no final exam.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>(96-100)</td>
<td>B+</td>
<td>(80-85)</td>
<td>C+</td>
<td>(65-69)</td>
<td>D+</td>
<td>(53-54)</td>
</tr>
<tr>
<td>A</td>
<td>(90-95)</td>
<td>B</td>
<td>(75-79)</td>
<td>C</td>
<td>(60-64)</td>
<td>D</td>
<td>(50-52)</td>
</tr>
<tr>
<td>A-</td>
<td>(85-89)</td>
<td>B-</td>
<td>(70-74)</td>
<td>C-</td>
<td>(55-59)</td>
<td>F</td>
<td>(0-49)</td>
</tr>
</tbody>
</table>
LATE PENALTIES

- Students must complete all assignments to pass the course.
- Because the learning tasks are dependent on your participation in the class and synthesis of course content, attendance on all days of the block week are required and missing days will result in failing the course. Please plan accordingly.
- Assignments submitted after the deadline will be penalized with the loss of 3 marks for each day that the assignment is overdue. For example, an essay that receives an 18/20 will receive a 15/20 if one day late. Please contact me ahead of time if possible if you will not be attending class or submitting work late. Students who have documentation of prolonged absence or illness should contact the Program Co-ordinator of Indigenous Studies.
- Because the due dates are all within two weeks of the start date of the course, extensions will only be granted under extenuating circumstances.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class, or prior the course beginning.

Email is a common form of communication, but it is not always the most effective way of answering student questions. If you need to speak to Vicki directly regarding any course logistics, you can request to meet in person, or converse on the telephone.

Laptops and other electronic note-taking devices are not permitted during the classes. 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. Please come equipped with the any materials you need for note taking purposes.

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.
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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

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.

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-reggs.html.
Student Accommodations:
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Plagiarism And Other Forms Of Academic Misconduct:
Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at http://www.ucalgary.ca/pubs/calendar/current/k-5.html. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

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/