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UNIVERSITY OF CALGARY
FACULTY OF ARTS
INTERNATIONAL INDIGENOUS STUDIES
COURSE OUTLINE

International Indigenous Studies 415: L01 Indigenous Ethics and Protocol Winter 2018

January 8th – April 13th | Tu/Th 2:00 pm – 3:15 pm | CHE 110

Instructor: Victoria Bouvier

Office: SS721

Phone: 403.220.3869

E-mail: ymbouvie@ucalgary.ca

Office hours: available upon request

Course website: D2L course – if you do not have access, please advise Vicki. The D2L course will be used to access course readings and for course communication.

Pre-requisites: One of the following: Anthropology 213, Canadian Studies 311, History 345, Indigenous Studies 201, or Sociology 307

Course description:

This course will explore the theoretical and ontological principles that inform Indigenous research ethics and protocols. We will explore Indigenous ways of knowing, being and doing and how these realms inform the conceptualization, construction and renewal of knowledge. Notions of relational kinships systems, embodied knowing, collective responsibility, ethical conduct in academic research, teaching, and learning will be examined.

Course learning outcomes:

Upon completion of this courses students can:

- 1) Explore Indigenous ways of knowing, being and doing within a research context.
- 2) Describe the principles that inform Indigenous research relationships, ethics, and protocols.
- 3) Apply ethical research principles in a collaborative research context.

Required Texts

Bishop, R. (1998). Freeing ourselves from neo-colonial domination in research: A Maori approach to creating knowledge. *International Journal of Qualitative Studies in Education*, 11(2), 199-219. doi:10.1080/095183998236674

Cajete, G. (2017). Children, myth and storytelling: An Indigenous perspective. *Global Studies of Childhood*, 7(2), 113-130. doi:10.1177/2043610617703832

Ermine, W. (2007). The ethical space of engagement. *Indigenous Law Journal*, 6(1), 193-203.

Maracle, L. (2015). Oratory on Oratory. In *Memory serves oratories* (pp. 229-250). Edmonton, AB: NeWest Press.

Meyer, M. A. (2013). Holographic epistemology: Native common sense. *China Media Research*, 9(2), 94-101.

Moore, S. (2017). *Trickster chases the tale of education*. Montreal: McGill-Queen's University Press.

Smith, L. T. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples* (2nd ed.). New York: Zed Books Ltd.

Learning Task Overview:

Learning Task Number	Description of Learning Task	Due Date	Percentage of Grade	Grouping for Task
Learning Task #1	Individual video entry (1)	Jan 16th	10%	Individual
Learning Task #2	Individual video entry (2)	Jan 30 th	10%	Individual
Learning Task #3	Individual video entry (3)	Feb 13 th	10%	Individual
Learning Task #4	Individual video entry (4)	Feb 27 th	10%	Individual
Learning Task #5	Individual summative video entry (5)	Mar 13 th	25%	Individual
Learning Task #6	Collective Collaborative Presentation	April 10 th & 12 th	35%	Group

Course Schedule

The course schedule will be determined as we proceed through the course. We will take up each reading as the topic arises to us. Because this is a research course, we will be engaging in a research process together which will also determine when in the course we take up each reading. Via D2L, students will be notified of the readings for the first day of class two weeks prior to the course beginning. The readings will be decided upon each week and due the subsequent week.

Learning Tasks and Evaluation:

Learning Task 1-4: Individual Video Entry Submissions – worth 10% each

Each learning task will require you to submit one individual video entry to your youtube.com* account and an accessible link sent to the instructor by the due date listed above. This assignment requires you to describe, orally, your positioning in the world, who you are (identity), your historicity (past experiences), your belonging (self-in-relation) intertwined with your worldview (epistemology), and assumptions about generation and validation of knowledge (ontology).

- You are required to use the in-class dialogues, course material, and your everyday lived experiences to support and facilitate your reflection.
- The first video will be the foundation all your videos subsequent videos.
- You are required the watch all previous videos before you create the subsequent one.
- You will use these videos to assess your own learning and to integrate your learning into the following videos.

- There will be a thread(s) that become evident throughout your videos, highlighting that will be key in your learning process.
- These videos are a way for you to use yourself as a mirror and see things that are apparent, but things that are out of view without the use of a mirror.

Questions to consider through the course AND while completing your video entry:

Who am I?

What is my historicity?

What relationships/community do I belong?

What/who am I responsible to and for?

What am I seeing/feeling/hearing/sensing through my BODY/MIND/SPIRIT?

What is my attention drawn too?

How have I been challenged?

Is my perspective shifting? If so, in what ways?

How will I bring what I am learning into my every-day?

*The creation of a youtube.com account is specifically to share your videos with the instructor. The videos are to be made private and not be publicly accessible on the youtube.com site. Because videos take up a great deal of bandwidth, youtube.com provides a forum to upload videos without having a time restriction that D2L does not.

Learning Task 5: Individual summative video entry – worth 25% each

This learning task will be a summative video entry based on the four subsequent videos. The purpose of this video is to (re)watch all four previous videos while asking yourself the questions above. You may have to watch the videos more than once to see/feel/hear/intuit what is being revealed to you. Once you have (re)watched all the videos, you will create your last individual video entry that will capture and express your overall learning from the course. This video will be shown to your respective groups and used to create a group collaborative presentation assignment.

Learning Task 6: Group Collaborative Presentation – worth 35%

The last assignment will be a group collaborative project. Depending on the size of the class, groups of 4-5 will be formed and each group will share their summative video entry in the group. Upon watching each video, you will discuss the learning that each member of the group experienced from the videos and come up with common themes that each member shared, but also individual differences. Collectively, you will be responsible for creating a presentation that illustrates both the individual and collective learning from the course. This collective project will be presented to the class.

Evaluation

The method of evaluation for the course learning tasks will be based on the oral model of learning that will be discussed and illustrated in class. Some key principles in oral comprehension skills are: deep level of synthesis, connecting learning to personal context, connecting your own learning to the collective, being open minded-hearted, self-policing/evaluation, and enacting the learning in your every-day life.

Learning Tasks Notes:

- If you do not have the ability to video record your submissions, audio recordings will be accepted, but notification must be given one week before the first assignment is due.
- Because the learning tasks are dependent on your participation in the class and synthesis of course content missing class will affect the ability to complete the assignments.
- Students must complete all assignments to receive a passing grade on the course.

Late Assignments:

- If an extension is required, please seek instructor approval two days before the due date.
- Assignments submitted after the deadline will be penalized with the loss of 3 marks for each business day [not class] that the assignment is overdue. For example, an assignment that receives an 18/20 will receive a 15/20 if one day late. Students who have documentation of prolonged absence or illness should contact the Program Co-ordinator of Indigenous Studies at asrivast@ucalgary.ca.
- I do not penalize for late submission unless you have not informed me two full days ahead of time by e-mail. I expect that you will respect my need to plan my workload. If life circumstances or illness intervene, I may ask for documentation and refer you to the Program Co-ordinator of Indigenous Studies for advice, particularly if you have missed a number of classes. Please refer also to the policies on deferring term work on this outline and in D2L. However, keep in mind that in order to pass this course, you must complete all assignments, and plan accordingly.

Course work Submissions for Indigenous Studies

In the case you are not able to submit via youtube.com all course work submissions can be submitted on a USB and submitted to the instructor during class time, or to SS 756 (Department of Political Science, 7th floor of Social Sciences) during their office hours. When the office is closed, the brown dropbox is located on the wall beside SS 756. **Submissions should no longer be submitted to the 1st floor, SS 102.**

Grading system:

- 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>. The A+ grade is assigned rarely, and only for absolutely breathtaking work.
- These are the grade ranges and specific numeric values I assign to letter grades on D2L (etc.). Any individual assignment grade is converted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely an honorific that 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+	Outstanding		96-100
A	Excellent – superior performance, showing comprehensive understanding of course material and content		90-95.99
A -			85-89.99

B+			80-84.99
B			75-79.99
B-	Good – clearly above average performance with knowledge of subject matter generally complete		70-74.99
C+			65-69.99
C			60-64.99
C-	Satisfactory – basic understanding of subject matter		55-59.99
D+			53-54.99
D	Minimal Pass – marginal performance		50-52.99
F	Fail		0-49.99

Research study

This course will be part of a research study titled: *Exploring the use of student directed videos and dialogue in an Indigenous studies classroom*. The research conducted will be evaluating the use of video reflexive journals to support oral learning in classrooms. The instructor will be assessing the pedagogical application of this learning method throughout the course in hopes to advance this oral pedagogical process. The students will have the option to participate in the study while remaining anonymous to the public. Participation may include an online survey, one-on-one interview, focus groups, and/or providing permission for the instructor to use examples of learning assignments in presentations and/or publications. Participation in the study is completely voluntary and the instructor will not know who is participating in the study until after the final grades have been submitted and approved by the department. Recruitment for the study will be facilitated by a third party.

Facebook Group for Indigenous Studies Program:

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

Program Website:

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

Native Centre Website:

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

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>

Grade appeals:

Consult the following University *Calendar* link and request advice from the Program Co-ordinator or the Arts Students' Centre, SS102. Please note that "mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision."

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

Deferral of term work:

Instructors are normally free, subject to any established departmental or faculty procedures, to administer their own policies regarding deadlines for the completion of term papers or assignments. Please see policies on this course outline. Should you require an extension for completion of term papers or assignments, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations.

See *Calendar*: <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

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>.

See *Calendar*: <http://www.ucalgary.ca/pubs/calendar/current/g-6.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>.

“Safewalk” Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

Freedom of Information and Privacy Act:

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, *students should identify themselves on all written work by using their ID number. Also, you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam.*

For more information see also <http://www.ucalgary.ca/legalservices/foip/>.

Academic Misconduct:

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

Student Ombuds Office:

<http://www.ucalgary.ca/provost/students/ombuds>

The Student Ombuds Office offers a safe place for undergraduate and graduate students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns (including appeals), and many other problems. Phone: 403-220-6420 Email: ombuds@ucalgary.ca

Contact for Students Union Representatives for the Faculty of Arts:

There are four Arts reps, with the email addresses being arts1@su.ucalgary.ca, arts2@su.ucalgary.ca,

arts3@su.ucalgary.ca, and arts4@su.ucalgary.ca. Please contact if you have questions related to Students Union matters, events, or concerns. Phone: 403-220-6551

Faculty of Arts Students' Centre 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 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.

Important Contact Information:

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association: Phone: 403-220-5997 Email: ask@gsa.ucalgary.ca

URL: www.ucalgary.ca/gsa

Writing support at U of C:

The Student Success Centre offers writing support in many forms. If you need individual coaching, or wish to attend a workshop, go to the following website:

http://www.ucalgary.ca/ssc/writing_support/undergraduate_writing_workshops

Plagiarism:

Plagiarism is an extremely serious offence. Please read the following information carefully.

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your work. A reference list at the end is insufficient by itself. Readers must be able to tell *exactly* where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor if you have any questions regarding how to document sources and become very familiar with penalties for plagiarism and academic misconduct.

The University *Calendar* <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

Recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

<https://owl.english.purdue.edu/owl/section/1/2/>

Emergency Evacuation and Assembly points:

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see

<http://www.ucalgary.ca/emergencyplan/assemblypoints>