

## Winter 2014

<b>Course Number:</b>	<b>SOWK 553.34</b>	<b>Classroom:</b> Room EDC 386
	<b>INDG 305</b>	
<b>Course Name:</b>	<b>SOWK 553.34 – SOCIAL WORK WITH INDIGENOUS PEOPLES II</b>	
	<b>INDG 305 - INDIGENOUS WAYS OF KNOWING II</b>	
<b>Day &amp; Time:</b>	<b>January 02 – 04 &amp; 06 - 07, 2014 (Block week)</b>	

<b>Instructor:</b> Betty Bastien	<b>Office Hours:</b> By appointment
<b>Telephone:</b> 403 331 -7328 (duration of block week)	<b>Email:</b> bastien@ucalgary.ca

## COURSE OUTLINE

### Syllabus Statement

This course is a continuation of SOWK 553 /INDG 303. It includes an examination of the nature and relations of being (ontology) and specific responsibilities in a cultural context. Also, it looks at the integration of components of Indigenous ways of knowing. Illustrations will be drawn from Indigenous languages and cultural practices, especially from southern Alberta.

### Course Description

This half course includes experiential exploration in nature. It will focus on the experience of establishing relationships within the natural world. The course will be delivered in a natural community where the various kinship systems of Indigenous people (usually Blackfoot or Cree) are readily observed and experienced. It is aimed at understanding the interdependence and interconnection of knowledge building among a particular Indigenous people.

Indigenous knowledge is contextual. Interdependent relationships of an Indigenous (e.g., Blackfoot) people's ontological responsibilities, cultural values and language will be explored. The above aspects of the Indigenous ways of knowing are the premise for the collective responsibility in the knowledge building experience. These collective responsibilities are essential for establishing relationships with the natural world. Honoring these relationships for knowledge generation, (i.e. respect and protocol), will be essential for participating in this course.

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### Learning Objectives

Students who have successfully completed this course should be able to:

- Distinguish and integrate the ontological responsibilities of Indigenous cultures as they relate to ways

of knowing.

- Explore and analyze that knowledge production systems are contextually and socially derived with the inclusion of relations of domination and oppression.
- Explore, observe and reflect on the features of experiential learning Indigenous as method for the collective responsibility for knowledge generation.
- Articulate and formulate the contextual foundations an indigenous epistemological theory and ethical considerations
- Ideas, rather than individuals, are open to challenge
- There is no such thing as a 'stupid' question
- Students are responsible for their own learning. The instructors will rely on students to direct and focus class discussions and assignments to meet their own learning needs

### Relationship to Other Courses

Pre-requisite INDG 303 Indigenous ways of Knowing I and SOWK 553 Indigenous Peoples I

### Course Text(s)

1. Bastien, B. 2004. Blackfoot Ways of Knowing. Calgary: University of Calgary Press.
2. Kovack, M. 2009. Indigenous Methodologies. Toronto: University of Toronto Press.

### Class Schedule

<b>Class</b>	<b>THEMES</b>	<b>Schedule</b>
I	Opening Circle. Course Orientation, overview, assignments, groups Indigenous Ways of Knowing and Research An examination of the nature and relations of being (ontology) and specific responsibilities in a cultural context. Selection of groups for presentation	January 02
II	Opening Circle. Aboriginal ways of Knowing key concepts, i.e. collectivistic, reciprocity, time/space etc. Renewal of ontological responsibilities in the process of knowledge generation framework. Closing circle.	January 03
III	Opening Circle. Theory of Indigenist universe and relation to knowledge generation. Transfer of indigenist teaching, knowledge and healing practices. Ethics of indigenous healing and practices, integrity, accountability, reciprocity. Closing circle.	January 04
IV	Field Trip . Students responsible for transportation. Students' car pool. Mid- day meal may be required. Bring a blanket.	January 06
V	Circle. Summary and Integration. Group presentation	January 07

## Assignments

The overall course grade will be comprised of grades for the following completed learning activities. The assignments are due during the block week course with the exception of the term paper which is due on January 25, 2014 .

**Students will be expected to integrate the reading material, class discussions, personal and observational analysis and personal reflection in the following assignments.**

**1. 40 % Group Presentation. Time limit 35 minutes.**

Students are expected to keep a journal, which integrates the readings, material from class, and class discussions and the field experience through introspection and reflection. In groups, the presentation is in two parts; first the students will present a 25 minute presentation and secondly lead a 10-minute participatory group discussion with the class for the total of 35 minutes. Students will be reminded of the time allocated to each group presentation.

The presentation will include a focus on the indigenous ways of knowing., Students will choose from the following topics as they relate to the educational theory *Pommaksinni*, the indigenous ways of knowing. Presentations will be chosen from two categories. A. knowledge generating relationships premised on ontological responsibilities. B. Alliances and kinship systems for knowledge transfer. Students will apply Blackfoot concepts to illustrate the relationships used in the presentation. The presentation will illustrate how the concepts are interrelated and interconnected. The use of indigenous languages material will provide the context and illustration for the framework developed. In addition, the assignment is designed for the student to experience the structure and processes for anti-oppressive practice.

Criteria: Originality and innovation in the integration concepts. 10%  
Clear and concise articulation of concepts and processes for knowing 10%  
Clear and concise examples to illustrate processes of knowing.10%  
Inclusion and integration of literature, required readings and course content.  
All material power point or notes of the group must be handed to the Instructor prior to the commencement of the presentation. 10 %.

**2. 20% Group Process for the Preparation for Group Presentation. The group will be marked for their group process. Time will be allotted for students to work in groups, and it is expected that any additional time needed will be put in after class hours.** This assignment will be self-evaluated as a group. The evaluation must include the core components of collective epistemology and demonstrate its application in the group process. Moreover, the development of consensus decision-making processes through collaboration, reciprocity, and interdependence must be included, as well as building relational accountability through group processes. Students will be asked to present and submit a self-evaluation (marks) for the course through a collaborative process a critique of the pillars of colonial consciousness and present their paradigm shift (experiential) of indigenous ways of knowing, using the concepts and processes of the course.

Criteria: Reflection on group process and integrating experiential learning in presentation. 10%.  
Well-coordinated, integrated, sequential, visual presentation of group process10%

**3. 30 % Research Term Paper due January 22, 2014 @ 12:00 pm (noon). Faculty of Social Work. Late papers will be deducted one letter grade per day, unless Medical Doctor note is presented.**

**Please do not email.**

Length is limited to 7- 8 double-spaced type-written pages- excess pages will not be included in the evaluation. Students should reflect on their learning experience on Blackfoot Ways of Knowing, an integration of the epistemology and ontological responsibilities of the Blackfoot with their own pedagogical experience of the course. The research paper on the Indigenous Learning Theory, includes how knowledge is generated. The paper is to include a literature search; the paper must provide evidence from the western scientific theories and research to support the ancient knowledge of Indigenous cultures. Include required readings for the course and course content material. The research paper requires at least 12 different sources from indigenous authors. (It requires students to refer to 12 different sources of literature; references cited are of 12 different sources.)

*Pommaksinni*, the transfer embodies the structures and processes for ensuring the integrity and authenticity of indigenous knowledge for another generation. Therefore, the paper must include the relationship between the theory and speak to the identities and future possibilities for First Nations.

15 %. The following components must be included in the paper.

- Indigenous pedagogy
- Ontological premise
- Reflective practices
- Contextual Narratives/stories reflect the interconnection/interdependence of time, history, land and knowledge.
- Language as source/medium of knowledge transmission and illustrate integration of relationships and paradigm.

15%. Learning processes: Include how the theory will address the challenges of First Nation learning:

- Making sense of education- meaningful integration of knowledge
- Motivation and engagement of learners.
- Implications for lifelong learning
- Implications for the educational and economic policies in First Nations communities.

Students must integrate readings with these assignments. At least 12 different references (sources from the literature) must be used for the paper. References must exceed 12 different sources.

#### **4. 10% Participation**

- Criteria listed, students must have full attendance and prompt arrival for full marks. Attend all classes.
- Be actively engaged in learning/teaching/researching within the classroom setting and with the group assignment
- Commit fully to learning from assigned activities as well as from learning occasions that arise inside and outside of class.
- Read required readings and research of the literature required for the group and final assignment.
- Be prepared to discuss various themes of the course.

**There will be no final exam.**

### **Completion Assignments**

Students encountering difficulties completing assignments due to health or other factors must contact the instructor to arrange a deferral of term work. A Physician/Counsellor Statement to confirm an absence for health reasons may be required.

### **Recommended Readings**

1. Ray Barnhart & Angayuqaq Oscar Kawagley. Indigenous Knowledge Systems and Alaska Native Ways of Knowing. *Anthropology & Education Quarterly* Volume 36, 2005
2. Cora Weber-Pillwax. What is indigenous research? *Canadian Journal of Native Education*; 2001; 25, 2; CBCA Complete. pg. 166

### **RESEARCH ETHICS**

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website ([www.ucalgary.ca/research/ethics/cfreb](http://www.ucalgary.ca/research/ethics/cfreb)) before beginning the assignment."

### **WRITING EXPECTATIONS**

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. Students are referred to the section on plagiarism in the University Calendar ([www.ucalgary.ca/pubs/calendar/current/k-2.html](http://www.ucalgary.ca/pubs/calendar/current/k-2.html)) and are reminded that plagiarism is an extremely serious academic offence.

## Grading

The University of Calgary Undergraduate Grading System and the standard Faculty of Social Work percentage conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

## Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms

Students are welcome to discuss the process and content of the course at any time with the instructor

### STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Student Accessibility Services, please contact their office at (403) 220-8237, address: MacEwan Student Centre room 452 or email: [access@ucalgary.ca](mailto:access@ucalgary.ca). Students who have not registered with the Student Accessibility Services are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

### SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

### IMPORTANT INFORMATION

The University of Calgary copyright policy has changed. It is the responsibility of each individual to ensure compliance with copyright regulations. Individual questions and concerns should be directed to [copyright@ucalgary.ca](mailto:copyright@ucalgary.ca).

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

The Social Work representative to the Students Union is to be determined ([swsacalgary@gmail.com](mailto:swsacalgary@gmail.com)). The Student Ombudsman's Office can be reached at the [U of C Student Services Website](#)

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar.