

Course ID:	Course Title:	Winter 2024
BHS 229	Indigenous Ways of Knowing I	Prerequisite: PS 121 or SO 121
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In class	Instructor:	Ramona Beatty MA, MSW	First Day of Class:	January 10,2024
Days:	Wednesday	Email:	ramona.beatty@ambrose.edu	Last Day to Add/Drop:	January 21,2024
Time:	5:30-8:30	Phone:		Last Day to Withdraw:	March 28,2024
Room:	A1085	Office:	L2091	Last Day to Apply for Coursework Extension:	April 2,2024
Lab/Tutorial:	NA	Office Hours:	By appointment-zoom or in person	Last Day of Class:	April 10,2024
Final Exam:	None				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

Course Description

Students will explore Indigenous ways of knowing, the characteristics of this knowledge, and how these understandings influence interactions with the world and others. Discussion will consider the sources of Indigenous knowledge, the Indigenous ontology, epistemology, and axiology as well as related values and ethics. Comparisons will be made between Indigenous and Western forms of knowledge to consider how these platforms can be used together in helping and teaching fields.

This course offers an introduction to the basic epistemologies (ways of knowing) of Canadian Indigenous peoples with an emphasis on the theoretical, epistemological, and ontological principles that form Indigeneity. We will explore Indigenous ways of knowing, being and doing and how these domains inform the conceptualization, construction, and renewal of knowledge. The course will examine the constructs of Indigeneity and how they are informed by relationship,

collective responsibility, reciprocity, respect, spirituality, and identity. Indigenous knowledge is relational and participatory; hence, the general structuring of the class and the assignments will reflect this perspective. Students will be required to explore Indigenous epistemology through engaging and participating in a process that will reflect Indigenous methods of knowledge creation and validation.

Prerequisite: PS 121 and SO 121

Expected Learning Outcomes:

- To articulate how issues, ide, living and inanimate beings, and communities are interrelated.
- To increase the student's awareness of, understanding of, and respect for Indigenous worldviews and perspectives, knowledge, realities, experiences
- To introduce the student to ways of knowing that fall outside the western scientific precepts.
- To demonstrate insights about Indigenous realities from a multi-disciplinary approach (e.g., history, social work, education, sociology) to the field of Indigenous Studies.
- To give the student experience at critically thinking and analyzing Indigenous peoples' experiences within a historical and contemporary context.
- To demonstrate an awareness of the fundamental concepts of the course and how together they aid in the understanding of issues faced by Indigenous peoples
- To develop in the student an understanding of colonialism, and the diverse and enduring impacts upon Indigenous people, and the legacy of the colonial relationship.
- To expand understanding of the concepts of de-colonization
- To expand understanding of the concepts of Indigeneity
- To analyze the nuances of one's own social, political, and economic position in the context of the histories of Indigenous peoples.
- To compare ideas through a diverse array of Indigenous systems and sources of knowledge

Textbooks

Readings are available on the course Moodle site.

Course Schedule

January 10 - Introductions

January-17-24 - Indigenous Knowledge

Read: - What is Indigenous Knowledge? - power point lecture notes – Moodle

Read: Little Bear, Leroy. *Jagged Worldviews Colliding, Chapter 5, in M. Battiste & J. Barman, "Reclaiming Indigenous Voice and Vision"*

https://www.learnalberta.ca/content/aswt/worldviews/documents/jagged_worldviews_colliding.pdf

Read: Michael Anthony Hart, *Indigenous Worldviews, Knowledge, and Research: The Development of an Indigenous Research Paradigm*

<https://scholarspace.manoa.hawaii.edu/items/638567a9-b267-450b-ae71-5422347f3817>

January 31 -Watch - Colonization Road-National Film Board film

Small group discussions and questions – **Colonization Road** film

February 7 – Indigenous Ontology and Epistemology

Read: - Power point

Read: Tracy Bear. *A Humble Commentary on the Topic of Elders, Honoraria and Protocol*, Aboriginal Policy Studies, Vol 2, #1

https://journals.library.ualberta.ca/aps/index.php/aps/article/view/17708/pdf_1

Glen McCabe, *Mind, body, emotions, and spirit: reaching to the ancestors for healing*. Counselling Psychology Quarterly, Volume 21, 2008, Issue 2

<https://firstnationshealing.com/resources/McCabe.pdf>

February 14, 28- Nehiyawak / Cree teachings

Watch: Willie Ermine - **Spiritual Health in times of Crisis**

Read: Miyo-pimatisiwin Developing Indigenous Cultural Responsiveness Theory (ICRT): Improving Indigenous Health and Well-Being

<https://ojs.lib.uwo.ca/index.php/iipj/article/view/7527>

Watch: Webinar Jolee Sasakamoose on **Indigenous Cultural Responsiveness Theory** _

Read: Herbert C. Nabigon, MSW Annie Wenger-Nabigon MSW. "Wise Practices": Integrating traditional teachings with mainstream treatment approaches

<https://www.collectionscanada.gc.ca/obj/thesescanada/vol2/OSUL/TC-OSUL-1981.pdf>

March 6 & 13 - TBA

March 20 and 27 and April 3 - Group presentations

April 10- Wrap up.

Please note that the above schedule is tentative and may change as the need arises.

Requirements:

Essay – 30% - March 1

Students will complete a reflection essay, worth 30%, related to course readings and lecture concepts. The essay will consist of 8 pages double spaced that will demonstrate reflection and application of class concepts. The reflective writing should represent an issue of the student's choice from the course reading, films, and discussions. The work should refer to these and must demonstrate analytical thought on the part of the author. In other words, discuss your ideas in depth; do not simply write up a summary of the readings or class discussion. The concept of "Indigenous Knowledge" is complex and it is important to consider these concepts carefully via Critical Thinking. Critical Thinking involves the 'thinking about', and the 'questioning of' knowledge presented, versus the mere 'acceptance' of knowledge

presented. The process of Critical Thinking is much more in line with Indigenous Knowledge as I encourage students to think for themselves and to engage in deep reflection. All sources that you use should be properly cited. The papers should have proper grammar and essay structure, including an introduction, discussion/argument and conclusion. Citation format APA or MLA Please submit the papers via the Dropbox in the course's Moodle site.

In-class group presentation - 30% - March 20, 27 and April 3

You and your group are responsible for a research project that will focus on the development of a formal in-class presentation, on a topic of your choice. The presentation will examine a historical and/or contemporary issue/topic that is related to Indigenous peoples ``Ways of Knowing and Being``. Please ensure that your topic incorporates the course objectives. You will be required to research and develop a 30 - 45-minute seminar which will include class discussion and questions. The presentation can incorporate visual aids, such as power point, web project, art piece or any other appropriate presentational approach. Reference materials should be incorporated in the presentation utilizing APA or MLA format. The presentation must critically examine and analyze an issue facing Indigenous people and explore the impact on their ``Ways of Knowing and Being`` from a historical and contemporary perspective. (e.g. colonization, education, social justice, research) You will need to discuss your project with me by January 31. You and your group will be responsible for developing and providing the instructor three discussion questions and a thorough and accurate response to the questions. The presentation requires at least 8 references which must be from academic sources. Reference materials should be incorporated in the presentation and synopsis utilizing APA or MLA format.

Podcast- 30 %- April 9

Student's will develop a 25-30-minute Podcast or Vodcast that is a self-reflection piece that will highlight their self-awareness and understanding of their own cultural frames of reference when analyzing their learning of Indigeneity and Indigenous Ways of Knowing and Being. The reflection exercise requires a student to express their analysis of course learnings and experience that is based on course readings, film & audio, lectures, discussions, and their own course work. Students must submit an accompanying bibliography which details the sources of the information relayed in the podcast. The instructor will be the only person that will have access to the students' work.

The podcast software can be found for free at: <https://www.audacityteam.org/download/>

This assignment will take up to several hours to complete and is best done in stages and not in a single sitting.

Questions that will help you begin your reflective learning piece in a podcast format:

- #1 - What was the most interesting thing you learned in BHS 289 and why?
- #2 - What issues or concepts resonated with you?
- #3 - Were there any questions or challenges that arose for you regarding Indigeneity? Why or why not?
- #4- How has the course developed your understanding of Indigenous perspectives in ways that will be helpful to you in your life and chosen profession?
- #5 - How has the course developed your understanding of Indigenous ways of knowing and being and current social and political Indigenous and Settler relationships?
- #6 - What advice would you give a friend planning to take BHS 289? Be specific.

Suggested methodology: Review the questions and the course objectives, jot notes about how your major assignments, class discussions and course materials impacted your learning and how major concepts informed your understandings. Develop your answers and provide specific examples that will support your answers. The podcast should analyze your learning of the course concepts and the relationship to the course objectives. Feel free to be creative. The rubric that

will be used to assess the podcast will be posted on D2L and is centered on the depth of reflection, connections made to class material, creativity, references, organization of material, word choice, flow, audience, and use of technology. Like a paper, a podcast requires planning and research, a specific thesis or argument, writing and recording the material, and thorough editing. Please submit the script and reference page and your podcast to the Moodle Dropbox.

Attendance/Participation- 10%

Participation is deemed as attendance, class discussion and active participation in group learning. This course will be highly interactive and will include various opportunities for active engagement during each class session, including organized discussions, debates, small group work, etc. Your participation will be graded based on the consistency and thoughtfulness of your contributions, and on your alert and respectful interaction with others in the class.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

Grade	Interpretation	Percentage	Grade Points
A+	Excellent	96% and above	4.00
A		91-95%	4.00
A-		86-90%	3.70
B+	Good	82-85%	3.30
B		75-81%	3.00
B-		72-74%	2.70
C+	Satisfactory	68-71%	2.30
C		63-67%	2.00
C-		60-62%	1.70
D+	Poor	56-59%	1.30
D	Minimal Pass	50-55%	1.0
F	Failure	Below 50%	0.00
P	Pass		No Grade Points

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination

periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and

cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.