

Course Outline

Course Title:	Introduction to Indigenous Knowledges		
Course Number:	INDG128	Approval Date:	2025/9/2
Course Hours:	45 hours	Academic Year:	2025
Academic School:	School of General Arts & Sciences		
Program Co-ordinator or Equivalent:	Ryan Metcalfe - Ryan.Metcalfe@flemingcollege.ca		
Dean (or Chair):	Sarah Beardy - Sarah.Beady@flemingcollege.ca		

Course Description

This course introduces students to Indigenous ways of knowing through engagement with Indigenous philosophies and worldviews as well as Indigenous intellectual and cultural traditions. Multidisciplinary in nature, the structure of Indigenous Knowledges provides a context for students to identify with and gain respect for their practical and sustainable applications.

Prerequisites: INDG 49 - Intro to Indigenous Studies

Corequisites: None.

Work Integrated Learning: Service Learning

Course Delivery Type

Face to face.

All course hours are delivered in person at the delivery location specified on the academic timetable.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Examine how Indigenous knowledge systems interface with other knowledge systems to see how dual benefits can be achieved.
2. Understand how Indigenous worldviews can be matched with contemporary realities both in an Indigenous and non-Indigenous context.
3. Respond to and critically engage with various Indigenous intellectual traditions.

4. Present Indigenous knowledges as living knowledges utilized throughout history and into today.
5. Articulate the connections of Indigenous peoples to their lands and territories.
6. Comprehend what it means to be a non-Indigenous "helper" or "ally" from an Indigenous perspective.
7. Know how to engage Indigenous communities through the lens of their own societies and cultural traditions.
8. Apply Indigenous knowledges within the students' respective and diverse career choices.

INDIGENOUS PERSPECTIVES DESIGNATION (IPD):

Students enrolled in an eligible program, will have option to receive the Indigenous Perspective Designation. A student enrolled in one of these programs of study who wishes to receive the Indigenous Perspectives Designation on their transcript, must commit to successfully completing INDG49 in addition to INDG128. Successful students will further receive an Indigenous Perspectives letter for their career portfolio signed by their Indigenous Studies Professors indicating they have received this designation in the context of their career choice. Students who are not in eligible programs who successfully complete both courses will also receive a letter for their career portfolio from their Indigenous Studies professors indicating they have introduction to Indigenous peoples, knowledges systems, and intellectual traditions. To confirm specific program eligibility contact the Academic Chair of the School of General Arts and Sciences.

All students will receive a letter indicating their success if they have passed both classes and have an average of 70%. Letters will be signed by Indigenous Studies Faculty Members.

Informing Principles of the Course

This course addresses Indigenous knowledges as fundamental components of Indigenous education. Indigenous peoples have always had their own philosophies, teachings, and educational goals. Rigorous and deep-rooted, Indigenous intellectual traditions and the sharing of information are both formalized and localized. The methodologies, processes, and means to share this information is embedded in the everyday: life lessons are functional and required, taught from birth to death, and holistic.

Thus, a general, life-long education is a known and regularized practice. It teaches people how to survive. But survival does not include learning how to sustain and live in harmony with the lands, waters, and beings that inhabit them; survival means passing on educational and philosophical ideas related to living together well and living a good life. It also means understanding our shared responsibilities and obligations as humans with an emphasis on the ways we relate to each other and the rest of Creation. For instance, the same processes through which philosophy is taught is used to teach Indigenous citizens arts, politics, laws, and language. Storytelling, sharing circles, organized meetings, and ongoing training in the home through experiential learning are the pedagogic vehicles used to teach and transfer knowledge.

This course will address Indigenous knowledges as fundamental components of Indigenous education systems. In doing so, it will provide students with a foundational platform to begin to address and understand Indigenous knowledges within the context of Indigenous perspectives. The course will emphasize how Indigenous knowledge systems might be applied in their respective career choices.

Foundational Precepts within an Anishinaabe Knowledge System

(We utilize this Nation as a specific example since this is the territory Fleming College is situated in, but similar precepts are found in other Nations)

Anishinaabe Mino Bimaadiziwin

The Creator has given us the gifts we need to live Mino-Bimaadiziwin, the Good Life.

PRINCIPLES of Mino Bimaadiziwin:

Anishinaabemowin (*Speaking*) – our original way of speaking, our way of processing and expressing thought. It is our way of communicating with Creation, with the spirit and with one another.

Anishinaabe Inaadiziwin (*Behaving*) – our behaviour, our values, and our way of living our life, and being Anishinaabe in the fullest sense. It is the development of the highest quality of Anishinaabe person-hood, connected to the earth and in relationship to all Creation.

Anishinaabe Inedamowin (*Thinking*) – our way of thinking, our beliefs, and our way of perceiving and of formulating thought. It is the foundation of our Anishinaabe philosophy and worldview.

Anishinaabe Gikendaasowin (*Knowing*) – our knowledge and way of knowing. It is the knowledge of our origins, way of life, way of being and worldview.

Anishinaabe Izhichigewin (*Doing*) – our Anishinaabe way of doing things. It is our way of taking action and the life skills we need as Anishinaabe to live effectively in the world and contribute to building quality of living and quality of community.

Anishinaabe Enawendiwin (*Relating to the Creation*) – our way of relating to each other and to all of Creation. It is an all-inclusive relationship that honours the interconnectedness of all our relations, and recognizes and honours the human place and responsibility within the family of Creation.

Gidakiminaan (*Responsibility to the Land*) – includes our connection and relationship to our land and the total experience of connecting to and relating to the Earth and the environment. This connection is the primary shaper of Anishinaabe identity, and it is this total relationship with Creation that informs our environmental ethic.

These are some of the guiding principles that will inform this class.

Learning Resources

Mandatory Learning Resources:

Resources will be posted on D2L.

Costs for learning resources can be found on the Campus Store website, using the links below, or by visiting the Campus Store location at your campus.

- Sutherland: <https://www.bkstr.com/sfleming-sutherlandstore/home>

- Frost: <https://www.bkstr.com/sfleming-froststore/home>

Assessment Summary

Assessment Task	Percentage
In-class activities	10%
Assignments	75%
Presentations	15%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Academic Integrity \(2-201A\)](#)
(<https://department.flemingcollege.ca/hr/attachment/7750/download>)
- [Accessibility for Persons with Disabilities \(3-341\)](#)
(<https://department.flemingcollege.ca/hr/attachment/5619/download>)
- [Grading and Academic Standing \(2-201C\)](#)
(<https://department.flemingcollege.ca/hr/attachment/7752/download>)
- [Guidelines for Professional Practice: Students and Faculty](#)
(<https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf>)
- [Student Rights and Responsibilities \(5-506\)](#)
(<https://department.flemingcollege.ca/hr/attachment/269/download>)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services \(AES\)](#) department (<https://department.flemingcollege.ca/aes/>) to meet with a counsellor.

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Colleges and Universities](#) (MCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/).

Detail Plan

Term: 2025 Fall

Program Co-ordinator or Equivalent: Ryan Metcalfe - Ryan.Metcalfe@flemingcollege.ca

Dean (or Chair): Sarah Beardy - Sarah.Beady@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 1	Situating Ourselves- Positionality, Accountability and what is Indigenous Knowledges	1 through 8	
Week 2	Approaching Indigenous Knowledges from an Ethical Place	1 through 8	Weekly Reflection
Week 3	Community Engagement	1 through 8	Positionality Paper Due in Dropbox Weekly Reflection Due in Dropbox
Week 4	Relationships, Languages	1 through 8	Weekly Reflection Due in Dropbox
Week 5	Indigenous Intellectual Traditions, Living Sciences	1 through 8	Community Engagement Proposal Due in Dropbox. Weekly Reflection Due in Dropbox

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 6	Community Engagement	1 through 8	Weekly Reflection Due in Dropbox
Week 7	Community Networks and Engagements	1,2,3,4,5,8	Weekly Reflection Due in Dropbox
	Independent Learning Week		N/A
Week 9	Community Engagement	1,2,3,6,7,8	Weekly Reflection Due in Dropbox
Week 10	Storytelling	1,2,3,6,7,8	Weekly Reflection Due in Dropbox
Week 11	Indigenous Knowledges and the Arts/New Media/Social Networks	1,2,3,6,7,8	Community Engagement Sessions due in Dropbox. Weekly Reflection Due in Dropbox
Week 12	Community Engagement Sessions	1,2,3,6,7,8	Community Engagement Sessions occur in class.
Week 13	Honoring our Perspectives Workshop	1,2,3,6,7,8	Personal Perspectives Paper Due in Dropbox HOP Workshop In-Class Participation + Template Due in Dropbox
Week 14	Debrief, Tying / Mapping it Together, Envisioning	1,2,3,6,7,8	Weekly Reflection Due in Dropbox
Week 15	Feasting & Relationships	1,2,3,6,7,8	In-Class Participation + Submission Due in Dropbox

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Weekly Reflections (10 in total*) worth 3% each	Upload to Dropbox Weeks 2, 3, 4, 5, 6, 7, 9, 10, 11, 14	1 through 8	30%
Positionality Paper (See assignment instructions on D2L)	Upload to Dropbox Week 3	1,3,6,7	15%
Community Engagement Proposal (See assignment instructions on D2L)	Upload to Dropbox Week 5.	1 through 8	15%
Community Engagement Session (See assignment instructions on D2L)	Upload to Dropbox Week 11 Sessions will occur Weeks 12	1 through 8	15%
Personal Perspectives Paper (See assignment instructions on D2L)	Upload to Dropbox Week 13	1 through 8	15%
Honoring our Perspectives Workshop* *In class assessment	Week 13	1 through 8	5%

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Feasting & Relationships* *In class assessment	In Class Week 15	1 through 8	5%

ACKNOWLEDGEMENTS:

This course and the institutionalized learning environment it takes place in are on the territory of the Michi Saagiig Anishinaabeg. This learning environment is only able to exist due to various treaties (The Williams Treaties) which were signed by the Michi Saagiig Anishinaabeg during a period when it was made illegal by the Canadian Government for First Nations peoples to hire the support of a lawyer. It is our responsibility as both academics, but also as people living and learning on these lands to use our knowledge and our networks to support the Michi Saagiig Anishinaabeg.

Click here for more details about the Indigenous Education Council: <https://department.flemingcollege.ca/aec/>

SUBMISSION REQUIREMENTS:

Unless otherwise stated, assignments must be handed in Word, Times New Roman, 12pt font, double spaced. All assignments require credible sources referenced using in-text citations, and full bibliography is required as the last page of every assignment. Please check individual assignment instructions for detailed submission requirements.

Artificial Intelligence (AI) Statement

NO ASSESSMENTS. Generative AI tools (like ChatGPT) may only be used to assist exploratory learning and cannot directly contribute to any assessment as part of this course.

It is the responsibility of students to maintain a history of records and supporting documentation to demonstrate their efforts in all academic submissions, even if submission of these is not part of the final academic deliverable.

Turnitin Statement

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com in support of academic integrity. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

If students choose to opt out of using the software, they must inform their faculty member at the time of the assignment, of their refusal and meet with the faculty to discuss their options. For further information on the use of Turnitin, please refer to the [Operating Procedure 2-201E](https://department.flemingcollege.ca/hr/attachment/10233/download) (<https://department.flemingcollege.ca/hr/attachment/10233/download>)

Respondus Monitor Statement

This course will use Respondus Monitor as a remote proctoring tool to support the administration of electronic examinations and assessments. Fleming College has an institutional license to use Respondus Monitor, a cloud-based service and software that captures video, audio, and other data during student assessment sessions for use in monitoring students. This data is accessible to, and may be used by, authorized individuals at the college to administer student assessments and manage the academic integrity of such assessments. The Student Terms of Use for Respondus Monitor must be agreed to by users (e.g. students) prior to each use of the Respondus Monitor, available at: <https://web.respondus.com/tou-monitor-student/>

By accessing and using Respondus Monitor, you agree to the collection, use, disclosure and retention of your personal information (including personal images) by Respondus Inc. in accordance with its Privacy Policy, available at: <https://web.respondus.com/privacy-policy/>

If you have questions about the collection of your personal information, please contact the Privacy and Policy Officer at freedomofinformation@flemingcollege.ca, or visit Fleming College's [Privacy Statement](https://flemingcollege.ca/privacy-statement) (<https://flemingcollege.ca/privacy-statement>) for more information.

If students choose to opt out of using Respondus Monitor, they must inform their faculty member prior to the scheduled assessment, of their refusal and meet with the faculty to discuss their options.

Exemption Contact

Information about the Transfer Credit process can be accessed through your myCampus Portal under the Registrar's Office and Resources Tabs or by contacting the Transfer Credit Coordinator, (transfercredit@flemingcollege.ca) in the Registrar's Office.

Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and course work may be collected under legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to the Privacy and Policy Officer at freedomofinformation@flemingcollege.ca or by mail to 599 Brealey Drive, Peterborough, ON K9J 7B1.

COURSE STRUCTURE:

Students will have the opportunity to learn from multiple Indigenous perspectives through community Knowledge Keeper engagement.

This course is NOT framed from the base of what one might call "multi-cultural tourism," but rather with an understanding of what it means to work in solidarity, while honouring and acknowledging Indigenous perspectives, worldviews, and realities.

This course is framed within the context of an understanding of the wide range of respective Indigenous nations', Indigenous Knowledge systems and intellectual traditions. We welcome the sharing of diverse knowledges within the class dynamic in keeping with Indigenous pedagogies, wherein we all have something to bring to the circle.

Finally, the course will be experientially based through out of classroom activities and hands on learning experiences –some of these activities will be within the course allotted time slot.

Other opportunities for learning outside of the class hours will be shared with an understanding that student participation is optional in accordance with principles of self-directed learning. The learning is very much in-class based and we will be utilizing a great deal of oral knowledge – wherein absences/lateness and disrespect for each other will not fit within an Indigenous paradigm of education. Respect in terms of how we relate to one another is of utmost importance in regard to the nature of the class. If students are experiencing any difficulties, please ensure you communicate with us.

PARTICIPATION:

Students are expected to complete the preassigned readings, participate in discussions, and share knowledge and resources with the class. Participation also includes conducting oneself in a respectful, accountable and professional manner during seminar.

LATE ASSIGNMENTS POLICY:

Detailed assignment instructions are posted on D2L. It is the student's responsibility to check the assignment instructions for more information. Assignments will be handed in/presented on the due dates unless otherwise arranged with the Professor. **Late assignments will be deducted 10% per day, up to 3 days, then the student will receive 0.** If you have any difficulties with the assignments, please make an appointment with us.

ACADEMIC INTEGRITY:

Fleming College is committed to providing an environment that encourages all students to learn, create and share knowledge responsibly, with the highest level of academic integrity. Academic integrity requires that information derived from others be acknowledged and recognized and that credit is only taken for ideas and work that are your own. A breach of academic integrity is considered to be academic dishonesty, which is a serious offence and will be addressed with a series of sanctions related to the severity of the offence.

You may find more information regarding Fleming College's academic Integrity policies and procedures here: <https://department.flemingcollege.ca/academic-integrity/>

INDIGENOUS PERSPECTIVES DESIGNATION:

If you wish to receive the Indigenous Perspectives Designation, then you will be required to attend specific Indigenous based events/experiences that will be a part of the IPD experience of GNED 128. The additional knowledge you gain from these events/experiences will be incorporated into the final written assignment of GNED 128.

Please see <https://flemingcollege.ca/programs/indigenous-perspectives-designation> , D2L, or ask your professor for more details.