

INDIGELOGY MINOR

For Bachelor of Arts and Bachelor of Science

Indigegogy is a term coined by Dr. Stan Wilson, a Cree Elder and Educator. Indigegogy weaves together Indigenous (First Nations, Métis, and Inuit) knowledges, literature, and scholarship centred on land-based education. Indigegogy engages Indigenous methodologies and practices to uplift language, traditional teachings, and ceremonies. It is a decolonizing practice that builds on the resurgence of Indigenous ways of knowing, being, teaching, and learning.

Indigegogy foundationally integrates culture, spirit, and language within its curriculum, emphasizes land-based and place-based kiskinohamakewin (education), and integrates Indigenous knowledge systems and relationality, particularly through the lens of wāhkotowin (the interconnectedness of all life). Understanding First Nations, Métis, and Inuit identities is rooted in Indigenous ways of being and knowing, shaping how we understand the world. The minor focuses on the recovery, revitalization, preservation, and protection of Indigenous knowledges.

The Indigegogy minor adopts a multi-disciplinary approach inspired by Indigenous ways of knowing and requires 18 senior-level credits with a minimum of six credits at the 300- or 400-level. Students must complete a minimum of 6 INDG credits.

Code	Title	Credits
Specific Minor Requirements		
ANTH 250	Introduction to Indigenous Peoples in Canada	3
ANTH 340	Indigeneity in Canada	3
Choose 12 credits from the following with a minimum of six credits from INDG:		12
ENGL 377	Studies in Indigenous Literature	
HIST 369	First Nations and Canada	
INDG 200	Indigenous Studies 200	
INDG 260	Introduction to Treaty	
INDG 300	Reconciling Indigenous Knowledge Systems in Contemporary Social Contexts	
INDG 320	Indian Residential Schools	
INDG 330	Métis Culture, Heritage, and History in Canada	
INDG 350	Critical Indigenous Methodologies	
INDG 355	Indigenous Land-Based Learning	
INDG 398	Independent Study	
INDG 460	Treaty Relationships	
INDG 485	Beaded Sexualities	
INDG 497	Topics in Indigenous Studies	
INDG 498	Advanced Independent Study	
INTA 362	First Peoples and The Arts	
Total Credits		18

Indigegogy Program Learning Outcomes

1. Respectfully identify paths to and understand what is needed for decolonization and reconciliation, which may include:

- Describing how Indigenous knowledges and ways of knowing differ from Western scientific or academic forms of knowledge production and how these different ways of knowing can support each other.
- Explaining the structure of settler colonialism and its historical and intergenerational impacts on First Nations, Métis, and Inuit individuals and communities through legislation, policies, and systems that uphold anti-Indigenous racism.
- Describing how Indigenous peoples and communities are revitalizing, reclaiming, and resurging distinctly Indigenous ways of knowing, being, and doing.
- Describing past and contemporary settler colonial-Indigenous relations, including treaties, land claims, self-determination, self-government, and approaches to reconciliation.
- Describing the impacts of Indian Residential Schools, the Sixties Scoop, the Indian Act, and the Pass System on Indigenous sovereignty and nation-building.
- Describing contemporary and historical Indigenous resistance.

2. Apply an Indigenous relational perspective, which may include:

- Describing the importance of the concepts of relationality and interconnectedness within First Nations, Métis, and Inuit perspectives, and demonstrating how these central concepts can be applied to address different contexts and questions.
- Explaining how Indigenous knowledges and ways of knowing include community roles and responsibilities, connection to land and place, Two-Spirit kin, languages, and relations beyond the human.

3. Understand and develop Indigenous research and scholarship skills, which may include:

- Employing research methods that are both uniquely Indigenous methodologies and collaborative research methodologies that include both Indigenous persons and non-Indigenous persons (e.g., Two-Eyed Seeing or community-based participatory research).
- Evaluating research by centering Indigenous voices and lived experiences.
- Selecting Indigenous research methodologies that are appropriate for a topic of study, and demonstrating how research frameworks are relational, respectful, and responsible.
- Using Indigenous research methodologies to address contemporary Indigenous-settler relations.

4. Effectively communicate Indigenous ways of knowing and disseminate Indigenous knowledges, which may include:

- Employing a variety of oral, visual, and literary modes and media through means such as storytelling, song, dance, beadwork, and other art forms (i.e., Indigenous oracy) appropriate for different contexts and audiences.
- Practicing land-based knowledge production through harvesting, crafting, or otherwise engaging with Indigenous land-based experiential learning to understand relationship to the land.

5. Demonstrate Indigenous ethical practice, which may include:

- Practicing respectful protocol and acknowledging the relationships and responsibilities involved.
- Describing how ethical Indigenous research takes place within respectful, reciprocal, and collaborative relationships with partners and communities, wherein Indigenous communities are the holders of their knowledges.