

Indigenous Studies 1020 E
Introduction to Indigenous Studies
Fall/Winter 2022-23

Lecture: Monday 1:30- 3:30 (AHB-1B06)

Tutorial A: Wednesday 9:30- 10:30 (SH 3305); **Tutorial B:** Friday 9:30- 10:30 (UC 1225)

Course Delivery: In-Person

Instructor: Cody Groat, Assistant Professor

TA: Kalley Armstrong (karmst72@uwo.ca)

Office Hours: Monday 12:00- 1:30 (or by appointment)

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Course delivery with respect to the COVID-19 pandemic

The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (ie., on Zoom at the times indicated in the timetable). The grading scheme will not change. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

Course Description:

An interdisciplinary survey of Indigenous issues, from academic and community perspectives including Indigenous knowledge, historical background, oral history, socio-political context, arts, language and culture. Specific practical examples will be explored by researchers and community members who are actively engaged in these issues.

Course Materials:

All course materials will be available through OWL.

Methods of Evaluation:

All written assignments should be uploaded to OWL no later than 11:59pm on the assigned due date.

Tutorial Participation – Ongoing (worth 20%)

Students are expected to attend every tutorial and participate in group discussions. If you are uncomfortable with speaking in a group setting, or feel that you have more to contribute afterwards, you are responsible for sending a follow-up email with your thoughts to the tutorial instructor within 24 hours. Students will receive 50% for attending the tutorials with your mark increasing based on the contributions that you make during the group discussion. Your lowest two participation marks will be dropped at the end of the year when calculating your final grade.

Tutorial discussions will be based on the course theme identified in the syllabus. It is advisable that students complete their assigned readings prior to the tutorial. An additional source will be assigned for each tutorial the week before, which will be posted on OWL. The additional source could be as diverse as newspaper articles, a

photograph, a movie clip, or a podcast. It is advisable that students complete these prior to the tutorial and consider how it relates to the assigned reading.

NOTE: Class is cancelled on Monday October 10 as a result of Thanksgiving. Therefore, tutorials for October 12 and October 14 are also cancelled. Classes are finished for Semester One on December 8. Therefore, tutorials for December 7 and December 9 are cancelled. April 7 is Good Friday, therefore, tutorials for April 5 and April 7 are cancelled. There are no classes or tutorials during Reading Week.

Situating Yourself – Due September 19th, 2022 and March 27th, 2023 (worth 5% each – 10% total)

Students will be responsible for writing a 2-page personal reflection that situates themselves within the field of Indigenous Studies. How would you describe your knowledge of the subject? What are some of the most prominent themes that you're aware of? What are some of the themes that you're most interested in learning about? Students are encouraged to use examples of different course themes and readings found in the syllabus that they are particularly interested in.

Your second reflection will also be 2-pages long. This will be written at the end of the semester. Students are encouraged to read and respond to their first reflection and identify any areas where their understanding of Indigenous Studies has developed. Was there a theme that stood out to you most prominently as a student? Was there an idea you had that was challenged or affirmed? Are there areas that you still feel you would like to know more about?

Thematic Analysis – Ongoing (70% total)

Proposal - October 17 (10%)

Article Analysis – December 5 (20%)

Newspaper Analysis – January 30 (20%)

Fiction Analysis – March 13 (20%)

The remaining assignments for Indigenous Studies 1020 will build upon each other as the semester progresses. Students are responsible for choosing one of the following themes to base their assignments upon. Students may propose additional themes to the course instructor via email, should they choose to do so:

- Environmental Activism
- Indian Status
- Residential Schools
- Missing and Murdered Indigenous Women and Girls
- The Criminal Justice System

Students will submit three separate written assignments on their chosen subject as well as a Thematic Analysis Proposal. The proposal will be due October 17 and will be 3-pages long. The remaining three assignments will each be 4- 5 pages long and will be due December 5 (Article Analysis), January 30 (Newspaper Analysis) and March 13 (Fiction Analysis).

Proposal – October 17th

Your proposal will be 3 pages long and will identify which subject you will be discussing throughout the course and which academic article, newspaper article, and work of fiction (ie. television episode, movie, novel, etc.) you will be profiling in your subsequent assignments. This should include a brief description of your three choices and how they relate to the subject matter. All assignments will be double-spaced, 12-point font, and Times New Roman. Citations are required, but students can choose either MLA, APA, or Chicago forms of citation as this is an interdisciplinary course.

Article Analysis – December 5th

The Article Analysis will be due December 5 and will be 4-5 pages long. This will include proper citations. For this assignment, students are responsible for finding a peer-reviewed secondary article from the [Western University Library Database](#) that discusses the subject that you have chosen from the list above. Your analysis should state who the author is, their background, and the major arguments of their article. You may wish to consider how this article has contributed to your understanding of the subject and any areas where you felt the argument could have been discussed in further detail.

Newspaper Analysis – January 30th

The Newspaper Analysis will be due January 30 and will be 4-5 pages long. This will include proper citations. For this assignment, students are responsible for finding a newspaper article that discusses the subject that you have chosen from the list above. You may wish to consider coverage from either [CBC Indigenous](#) or [APTN News](#). Your analysis should consider who the author is, their background, and the voices or perspectives that they are centering in their coverage. You may wish to compare this newspaper article with the academic article from your first reflection. You do not need to include additional secondary sources in this submission but it is advisable and would likely increase your mark.

Fiction Analysis – March 13

The Fiction Analysis will be due March 13 and will be 4-5 pages long. This will include proper citations. For this assignment, students are responsible for finding a piece of fiction that discusses the subject that you have chosen from the list above. This could be an episode of a television show, a movie, or a novel. Your analysis should consider who the storyteller is, their background, and the voices or perspectives that they are centering. You may wish to consider if this work of fiction is an appropriate way to introduce people to the chosen subject or if it is problematic, noting what the potential problems are and how they could be addressed. You may wish to compare this with your academic and newspaper articles by discussing if there are similar or different perspectives from your work of fiction. You do not need to include additional secondary sources in this submission but it is advisable and would likely increase your mark.

Late Policy

Students may request extensions up to one week in advance of the due date. The new due date must be approved by your course instructor and cannot be longer than a week after the original due date. Any assignment delays will result in a 2% loss for each day that it is late, including weekends, to a maximum of 20%. All assignments must be submitted by April 11, 2023, with no exceptions.

Assignment Grades and Due Dates

Assignment Name	Assignment Grade	Assignment Due Date
Tutorial Participation	20%	Ongoing
Situating Yourself Reflection #1	5%	September 19, 2022
Thematic Analysis Proposal	10%	October 17, 2022
Article Analysis	20%	December 5, 2022
Newspaper Analysis	20%	January 30, 2023
Fiction Analysis	20%	March 13, 2023
Situating Yourself Reflection #2	5%	March 27, 2023

Course Schedule and Readings:

Date	Weekly Theme	Assigned Reading
September 12, 2022 Tutorial One: September 14 Tutorial Two: September 16	Introduction and Overview	Eve Tuck, "Suspending Damage: A Letter to Communities," <i>Harvard Educational Review</i> 79 (3) (2009): 409- 427.
September 19, 2022 Tutorial One: September 21 Tutorial Two: September 23	The Study of Indigenous Peoples	William G. Lindsay, "The Key and the Coveted: An Expose on the Lack of First Nations Representation in First Nations Studies Programs at the College and University Level," <i>Canadian Journal of Native Studies</i> 23 (1) (2003): 185-194.
September 26, 2022 Tutorial One: September 28 Tutorial Two: September 30	Primary Sources	Winona Wheeler, "Reflections on the Social Relations of Indigenous Oral Histories" in <i>Walking a Tightrope: Aboriginal People and Their Representations</i> ed by Ute Lischke and David T. McNab, 189-213 (Waterloo: Wilfrid Laurier University Press, 2005).
October 3, 2022	First Nations	Julie Tomiak "Navigating the Contradictions of the Shadow State: the Assembly of First

Tutorial One: October 5 Tutorial Two: October 7		Nations, state funding, and scales of Indigenous resistance,” <i>Studies in Political Economy</i> 97 (3) (2016): 217-233.
October 10, 2022	No Class	No Class
October 17, 2022 Tutorial One: October 19 Tutorial Two: October 21	Inuit	Constance Backhouse, “Race Definition Run Amuck: ‘Slaying the Dragon of Eskimo Status’ in <i>Re Eskimos, 1939</i> ,” <i>Colour Coded: A Legal History of Racism in Canada, 1900- 1950</i> , 18-55 (Toronto: University of Toronto Press, 1999).
October 24, 2022 Tutorial One: October 26 Tutorial Two: October 28	Metis	Gerhard J. Ens and Joe Sawchuck, “Race and Nation: Changing Ethnological and Historical Constructions of Hybridity,” <i>From New People to New Nations</i> , 13-41 (Toronto: University of Toronto Press, 2015).
October 31, 2022	Reading Week	Reading Week
November 7, 2022 Tutorial One: November 9 Tutorial Two: November 11	Law and Legal Systems	Val Napoleon et al, “An Inside Job: Engaging with Indigenous Legal Traditions through Stories,” <i>McGill Law Journal</i> 61 (4) (2016): 725-754.
November 14, 2022 Tutorial One: November 16 Tutorial Two: November 18	Governance	Christopher Alcantara and Greg Whitford, “Aboriginal Self-Government through Constitutional Design: A Survey of Fourteen Aboriginal Constitutions in Canada,” <i>Journal of Canadian Studies</i> 44 (2) (2010): 122-145.
November 21, 2022 Tutorial One: November 23 Tutorial Two: November 25	Indigenous-Crown Relationships	Joel Hebert, “‘Sacred Trust:’ Rethinking Late British Decolonization in Indigenous Canada,” <i>Journal of British Studies</i> 58 (3) (2019): 565- 597.

<p>November 28, 2022</p> <p>Tutorial One: November 30</p> <p>Tutorial Two: December 2</p>	<p>The Government of Canada</p>	<p>Pamela Palmater, “Genocide, Indian Policy, and Legislated Elimination of Indians in Canada” <i>Aboriginal Policy Studies</i> 3 (3) (2014): 27- 54.</p>
<p>December 5, 2022</p> <p>Tutorial One: No Tutorials</p> <p>Tutorial Two: No Tutorials</p>	<p>Treaties</p>	<p>Vanessa Sloan Morgan and Heather Castleden, “‘Our Journey, Our Choice, Our Future:’ Huu-ay-aht First Nations’ Self-Government enacted through the Maa-nulth Treaty with British Columbia and Canada” <i>Antipode</i> 51(4) (2019): 1340-1364.</p>
<p>January 9, 2023</p> <p>Tutorial One: January 11</p> <p>Tutorial Two: January 13</p>	<p>Reservations</p>	<p><i>Six Miles Deep</i> directed by Sara Roque, National Film Board of Canada (43 minutes)</p>
<p>January 16, 2023</p> <p>Tutorial One: January 18</p> <p>Tutorial Two: January 20</p>	<p>Language</p>	<p>Grace A. Gomashie, “Kanien’keha/ Mohawk Indigenous Language Revitalization Efforts in Canada” in <i>McGill Journal of Education</i> 54 (1) (2019): 151-171.</p>
<p>January 23, 2023</p> <p>Tutorial One: January 25</p> <p>Tutorial Two: January 27</p>	<p>Ecological Knowledge</p>	<p>Lianne Leddy, “Intersections of Indigenous and Environmental History in Canada” <i>The Canadian Historical Review</i> 98 (1) (2017): 83- 95.</p>
<p>January 30, 2023</p> <p>Tutorial One: February 1</p> <p>Tutorial Two: February 3</p>	<p>Family Structures</p>	<p>Lianne Leddy, “The Mum with the Dark Hair: Indigenous Motherhood and the NICU,” <i>Writing Mothers: Narrative Acts of Care, Redemption, and Transformation</i> ed by BettyAnn Martin and Michelann Parr, 65- 78 (Toronto: Demeter Press, 2020)</p>
<p>February 6, 2023</p> <p>Tutorial One: February 8</p>	<p>Gender and Sexuality</p>	<p>Margaret Robinson, “Two-Spirit Identity in a Time of Gender Fluidity,” <i>Journal of</i></p>

Tutorial Two: February 10		<i>Homosexuality</i> 67 (12) (2020): 1675-1690.
February 13, 2023 Tutorial One: February 15 Tutorial Two: February 17	Education	Marie Battiste, “The Legacy of Forced Assimilative Education for Indigenous Peoples,” <i>Decolonizing Education: Nourishing the Learning Spirit</i> , 23- 33 (Vancouver: University of British Columbia Press, 2019).
February 20, 2023	Reading Week	Reading Week
February 27, 2023 Tutorial One: March 1 Tutorial Two: March 3	Childhood	Kim Anderson, “The ‘Good Life’ and the ‘Fast Life:’ Childhood and Youth,” <i>Life Stages and Native Women: Memory, Teachings and Story Medicine</i> , 65- 96 (Winnipeg: University of Manitoba Press, 2011).
March 6, 2023 Tutorial One: March 8 Tutorial Two: March 10	Elders and Elder Care	Kim Anderson, “Grandmothers and Elders” <i>Life Stages and Native Women: Memory, Teachings and Story Medicine</i> , 126-160 (Winnipeg: University of Manitoba Press, 2011).
March 13, 2023 Tutorial One: March 15 Tutorial Two: March 17	Health and Well-Being	Diana Lewis et al, “Linking land displacement and environmental dispossession to Mi’kmaq health and well-being: culturally relevant place-based interpretive frameworks matter” <i>The Canadian Geographer</i> 65(1) (2021): 66-81.
March 20, 2023 Tutorial One: March 22 Tutorial Two: March 24	Literature	Lee Maracle “Scent of Burning Cedar,” in <i>Luminous Ink: Writers on Writing in Canada</i> ed by Dionne Brand, Rabindranath Maharaj and Tessa McWatt, [TBD]. (Toronto: Cormorant Books, 2018).

<p>March 27, 2023</p> <p>Tutorial One: March 29</p> <p>Tutorial Two: March 31</p>	<p>Media Representation</p>	<p><i>Reel Injun</i> directed by Neil Diamond, National Film Board of Canada (1 hour, 28 minutes)</p>
<p>April 3, 2023</p> <p>Tutorial One: No Tutorial</p> <p>Tutorial Two: No Tutorial</p>	<p>Indigenous Futurisms</p>	<p>Minadoo Makwa Baskin and Cyndy Baskin “Our Future is Young, Educated and Relational” in <i>Me Tomorrow: Indigenous Views on the Future</i> ed by Drew Hayden Taylor, 23-47 (Madeira Park: Douglas & McIntyre, 2021).</p>

Use of Electronic Devices:

The use of technology is permitted as long as it does not distract other students.

Additional Statements:

Please review the Department of History Course Must-Knows document, <https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness