Western University is located on land first shared by the Anishinaabe, Haudenosaunee, Attawandaron, Huron-Wendat and the Leni-Lunaape Peoples. We are all Treaty Peoples.

Instructor: Ian Puppe
Office: SSC 3212
Office Hours: Mondays, 12:30-1:30
Phone: 519 661 2111 x86429
Email: ipuppe@uwo.ca

Location: UC 2105
Lecture Dates:
Mondays, 1:30-3:20 PM

Tutorials:
Wednesday, 10:30-11:20, Room PAB 36
Friday, 10:30-11:20, Room UC 3225

Online 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 actually engaged in their contemporary documentation and resolution.

The introductory course is a prerequisite for admission to the program modules. You need it to enrol in a Minor, Major or Honors module in Indigenous Studies. A minimum grade of 60% (70% if you wish to pursue an Honors Specialization or a double Major), is required for the course in order to pursue an undergraduate degree in Indigenous Studies. A variety of contemporary Indigenous topics will be examined from both academic and community perspectives. Students will learn key terms, facts, events, issues, worldviews and lifestyles of Indigenous peoples in Canada. Students will be introduced to current Indigenous scholarship, cultural experts, Elders and researchers.

Course Outline

This course will introduce students to the nuances and complexities of studying with and researching for Indigenous Peoples in Canada and beyond. This course provides a survey of the theoretical underpinnings of contemporary and historical research of, about, and with Indigenous Peoples and communities, with a focus on the distinctions between the holism of Indigenous Knowledge and the extractive nature of Western paradigms. Our foundation will come from central thinkers, texts and understandings, including but not limited to, Arthur Manuel, Thomas King, Leanne Simpson, Lynn Gehl, Vine Deloria, Linda Tuhiwai Smith and others.
Prerequisite(s): None.

Antirequisite(s): None.

Learning Outcomes:

- Upon successful completion of this course, students will be able to:
  - Identify critical social issues facing Indigenous communities.
  - Understand contemporary approaches towards Indigenous Studies and studies with, by and for Inuit, First Nations and Métis Peoples.
  - Question the historical and contemporary relationship between the Canadian government(s) and Inuit, First Nations and Métis Peoples.
  - Recognize Indigenous Peoples as agents who participate in Canadian society in their own ways, and who have viable and vibrant cultures of their own.
  - Recognize the sophistication of Indigenous approaches to ecology, knowledge and relationships.
  - Assess the effects of various forms of political and colonial interference in Indigenous communities.

Required Readings

Manuel, A. & Derrickson, R. “The Reconciliation Manifesto”
Simpson, L. “Dancing on Our Turtle’s Back”
Gehl, L. “Claiming Anishinaabe: Decolonizing the Human Spirit”

All other readings will be made available electronically through the OWL website for the course.

Methods of Evaluation:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Due</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film Response</td>
<td>Students will prepare a response/reflection on the film Reel Injun, 400-600 words, Times New Roman, 12-point font, double spaced, one-inch margins.</td>
<td>September 30, 2018</td>
<td>5%</td>
</tr>
<tr>
<td>Moving Reflection #1</td>
<td>Students will prepare a reflection on the experience of “walking” on campus during the previous week’s session; 400-600 words, Times New Roman, 12-point font, double spaced, one-inch margins.</td>
<td>November 18, 2018</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment</td>
<td>Instructions</td>
<td>Due Date</td>
<td>Weight</td>
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<tr>
<td>Book Reflection</td>
<td>Students will prepare a reflection on the book “Dancing on Our Turtle’s Back,” by L. Simpson; 400-600 words, Times New Roman, 12-point font, double spaced, one-inch margins.</td>
<td>January 13, 2019</td>
<td>10%</td>
</tr>
<tr>
<td>Moving Reflection #2</td>
<td>Students will prepare a reflection on the experience of “walking” on campus during the week #18 session; 500-800 words, Times New Roman, 12-point font, double spaced, one-inch margins.</td>
<td>February 24, 2019</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper (&amp; Proposal)</td>
<td>Students will prepare an essay on a topic related to the study of Indigenous Peoples in Canada; 2000-2500 words, Times New Roman, 12-point font, double spaced, one-inch margins. *This assignment includes a proposal of 250-400 words, Times New Roman, 12-point font, double spaced, one-inch margins.</td>
<td>March 31st, 2019</td>
<td>15%</td>
</tr>
<tr>
<td>Participation and Attendance</td>
<td>Students will be graded on tutorial and lecture attendance, preparation, and “engagement” with class discussions.</td>
<td>In Class/Tutorial &amp; Lecture</td>
<td>20% (10% each term)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Students will write an exam at the end of the year during the final examination period.</td>
<td>Date TBD (During April Examination Period)</td>
<td>30%</td>
</tr>
</tbody>
</table>
**Policies for Assignment Deadlines**
In order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Students are expected to act in a timely manner when seeking and arranging accommodations. A student seeking academic accommodation for any work worth less than 10% must contact the instructor or follow the appropriate Department or course specific instructions provided on the course outline.


**Policies on Examinations**
The final exam will take place during the designated exam period for this course. The exam will consist of two long answer questions. It will cover all the course material from week 1 through 25.
No electronic devices of any kind (including laptops, cell phones, blackberries, tablets, MP3 players, voice recorders etc.) will be allowed during examinations. The exam is a required part of the course grade, and all students must write the final exam.

**A Note on Plagiarism**
Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

**Plagiarism Checking**
All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

**Policy on Laptops and other Electronics/Phones in Class**
Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

**Accessibility Options**
Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website: www.registrar.uwo.ca/examinations/accommodated_exams.html.
Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:
www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in emotional/mental distress should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence (SRA) form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy are met. Two important exceptions to this rule: SRAs will not be allowed for final examinations or assessments worth more than 30% of a given course.

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 SRAs, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

https://counselling.ssc.uwo.ca/procedures/having_problems/Self_Reported_Absence.html

Weekly Reading/Meeting Schedule

First Term Begins:

September 9 - Week #1 – “This is not your High School teacher’s Survey Course,”

Introductions, Expectations, Engagement

Going over the syllabus and teaching team introductions.
No readings this week.

September 16 - Week #2 – Introduction to Indigenous Studies & Services

Readings – Thomas King “You’ll never believe what happened! Is a good way to start,” from “The Truth about Stories”
Guest Speaker from Indigenous Services on Campus

September 23 - Week #3 – Issues of Representation and Identity

Film “Reel Injun”


September 30 - Week #4 – The Foundations of Indigenous Studies

Readings - Vine Deloria “Anthropologists and Other Friends,” from “Custer Died for Your Sins” and Manuel & Derrickson “The Reconciliation Manifesto” (Pages 9-66)

Assignment #1 – 5% Film Response on “Reel Injun” Due in Class, Monday September 30th.

October 7 - Week #5 – Foundations, Continued

Readings – Manuel & Derrickson “The Reconciliation Manifesto” (Pages 67-125)

Guest Speakers, Dan and Mary Lou Smoke

October 14 – Harvest Holiday (No class)

October 21 - Week #6 – Situating Ourselves

Film “Rumble! The Indians Who Rocked the World”

Readings – Manuel & Derrickson “The Reconciliation Manifesto” (Pages 126-199)

October 28 - Week #7 – Grounding Indigenous Studies

Readings – Manuel & Derrickson “The Reconciliation Manifesto” (Pages 200-252)

Guest Speaker, Dr. Janice Forsyth, Director of the Indigenous Studies Program at Western

November 4 - Reading Week (No class)

November 11 - Week #8 – Being with Our Relatives

Please come prepared to “walk” outside on campus, rain or shine, hot or cold.

Readings – Manuel & Derrickson “The Reconciliation Manifesto” (Pages 253-305)

November 18 - Week #9 – Kinship without Borders

Readings – Louis Bird “Animal Powers” from “Relations with Animals,” and Neil McLeod “Cree Narratives of Place” from “Cree Narrative Memory”.


Assignment #2 – 10% “Moving” Reflection Due in Class Monday, November 18th.

November 25 - Week #10 – Relationality and Relational Ontologies

Film “Rhymes for Young Ghouls”


December 2 - Week #11 – Survival

Readings – Leanne Simpson “Gchi’Miigwech,” Chapters 1 & 2 from “Dancing on Our Turtle’s Back.”

Holiday Break and Exam Period

Second Term Begins:

January 6 - Week #12 – Presence

Readings – Leanne Simpson Chapters 3, 4 & 5 from “Dancing on Our Turtle’s Back.”

January 13 - Week #13 – Resurgence

Readings – Leanne Simpson Chapters 6, 7 & 8 from “Dancing on Our Turtle’s Back.”

& Munsch and Odjick “Blackflies” (in class)

Film “The Lesser Blessed”

Assignment #3 – 10% Book Reflection on “Dancing on Our Turtle’s Back” by Leanne Simpson due in class Monday, January 13th.

January 20 - Week #14 – MMIW&G/Lateral Violence

Film “Finding Dawn”


January 27 - Week #15 – Laughter as Remedy

Film “Qaalunaat! Why White People are Funny”
Darren Dokis “Racism against First Nations People and First Nations Humour as a Coping Mechanism,” and Gerald Vizenor “Fugitive Poses”

**February 3 - Week #16 – Mirrors, Methods and Methodologies**


**February 10 - Week #17 – Resurgence & Insurgence**

Readings – Linda Tuhiiwai Smith “Research through Imperial Eyes,” and “Colonizing Knowledges,” from “Decolonizing Methodologies.”

*Please come prepared for a short “walk” outside on campus, rain or shine, hot or cold.*

**February 17 – Family Day/Reading Week**

**February 24 - Week #18 – Resurgence & Insurgence**

*Film “Indian Horse”*

Readings – Corntassel and Gaudry “Insurgent Education,” and Corntassel “Revisioning Resurgence”

**Assignment #4 – 10% Second “Moving” Reflection Due in Class Monday, February 24th.**

**March 2 - Week #19 – Decolonizing Indigenous Studies**

Readings – Gaudry and Hancock “Decolonizing Métis Pedagogies,” and Gaudry “Insurgent Research”

**March 9 - Week #20 – Decolonizing Ourselves**

*Film “Angry Inuk”*

Readings – Lynn Gehl Part 1, Chapters 1 & 2 from “Claiming Anishinaabe”

**March 16 - Week #21 – Decolonizing Resistance**

*Film “Kanehsatake: 270 Years of Resistance” *To Be Viewed Prior to Class*

Readings – Lynn Gehl Part 2, Chapters 3 & 4 from “Claiming Anishinaabe”

**March 23 - Week #22 – Grounding Decolonization**

Readings – Simpson, A. “Consents Revenge,” and Coulthard, G. & Simpson, L. Betasamosake “Grounded Normativity/Place-Based Solidarity”

**March 30 - Week #23 – Indigenous Health and Well-Being**

Assignment #5 – Final Paper – 15% due Tuesday, March 31st. *Please note that dates for the month of March have been corrected. The paper will still be due on the 31st.

Final Exam – Date TBD – 30%