

THE UNIVERSITY OF WESTERN ONTARIO

INDIGENOUS STUDIES 1020E  
Introduction to Indigenous Studies  
Fall-Winter 2019-2020

Mondays, 1:30-3:20, Room # TBA

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.

<b>Instructor:</b> Ian Puppe <b>Office:</b> SSC 3212 <b>Phone:</b> 519 661 2111 x86429 <b>Email:</b> <a href="mailto:ipuppe@uwo.ca">ipuppe@uwo.ca</a>	<b>Office Hours:</b> Mondays, 12:30-1:30 <b>Location:</b> <b>Lecture Dates:</b> Mondays, 1:30-3:20 PM <b>Tutorials:</b> Wednesday, 10:30-11:20 Friday, 10:30-11:20
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**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**), 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:**

<b>Item</b>	<b>Description</b>	<b>Due</b>	<b>Value</b>
Film Response	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.	September 30, 2018	10%
Moving Reflection #1	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.	November 18, 2018	10%
Book Reflection	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.	January 13, 2019	10%
Moving Reflection #2	Students will prepare a reflection on the experience of “walking” on campus during the previous week’s session; 500-800 words, Times New Roman, 12-point font, double spaced, one-inch margins.	February 24, 2019	10%
Final Paper (& Proposal)	Students will prepare an essay on a topic related to the study of Indigenous Peoples in Canada; 2000-2500	March 17, 2019 (Proposal )	30% (5% for the proposal)

	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.		
Participation and Attendance	Students will be graded on tutorial and lecture attendance, preparation, and “engagement” with class discussions.	In Class/Tutorial & Lecture	30% (15% each term)

## Important Policies

### ***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.

Policy on Accommodation for Illness:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf).

### ***Policies on Examinations***

The final exam will take place during the designated exam period for this course.

The exam will consist of short answer questions and a short essay. 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](http://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.

### ***Policy on Accommodation for Medical Illness***

Western's policy on Accommodation for Medical Illness can be found at [www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:

[http://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

### ***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](http://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](http://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](http://uwo.ca/health/mental_wellbeing/index.html)) for a complete list of options how to obtain help.

## **Weekly Reading/Meeting Schedule**

### **First Term Begins:**

#### **September 9 - Week #1 – “This is not a Survey Course,” Introduction.**

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

#### **September 16 - Week #2 – Introduction to Indigenous 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”

Readings - Sander Gilman’s Introduction to “Difference and Pathology,” Devon Mihesuah “Indigenous Health Initiatives, Frybread, and the Marketing of Non-Traditional ‘Traditional’ American Indian Foods” in NAIS Journal.

#### **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 – 10% Film Response on “Reel Injun” Due in Class, Monday September 30<sup>th</sup>.***

#### **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 18<sup>th</sup>.***

**November 25 - Week #10 – Relationality and Relational Ontologies**

*Film “Rhymes for Young Ghouls”*

Readings – A.I. Hallowell “Ojibwe Ontology, Behaviour and Worldview” from “Contributions to Ojibwe Studies,” Bombay, A., Matheson, K., & Anisman, H. “Origins of Lateral Violence in Aboriginal Communities: A Preliminary Study of Student-to-Student Abuse in Indian Residential Schools,” and Chantelle Richmond “Narratives of Social Support”

**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 #13 – Presence**

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

##### **January 13 - Week #14 – 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 13<sup>th</sup>.**

##### **January 20 - Week #15 – MMIW&G/Lateral Violence**

Film “Finding Dawn”

Readings – T. King “A Million Porcupines Calling in the Dark,” from “The Truth about Stories,” and Jeffrey S. Denis “Contact Theory in a Small-Town Settler-Colonial Context.”

##### **January 27 - Week #16 – 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 #17 – Mirrors, Methods and Methodologies**



Aaron Waabishki Ma'iingan Mills "Opichi: A Transformation Story, an Invitation to Anishinaabe (Ojibwe) Legal Order," and Neufeld, H. & Richmond, C. "Environmental Determinants of Health: Impacts on Traditional Food Systems in Southwestern Ontario."

### **February 10 - Week #18 – Resurgence & Insurgence**

Readings – Linda Tuhiwai 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 #19 – 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 24<sup>th</sup>.**

### **March 3 - Week #20 – Decolonizing Indigenous Studies**

Readings – Gaudry and Hancock "Decolonizing Métis Pedagogies," and Gaudry "Insurgent Research"

### **March 10 - Week #21 – Decolonizing Ourselves**

Film "Angry Inuk"

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

### **March 17 - Week #22 – 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 24 - Week #23 – Grounding Decolonization**

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

**March 31 - Week #24 – Indigenous Health and Well-Being**

Readings - Hartmann, W. E., Wendt, D. C., Burrage, R. L., Pomerville, A., & Gone, J. P. “American Indian Historical Trauma: Anticolonial Prescriptions for Healing, Resilience, and Survivance,” and Bombay, A. “A Call Towards Eliminating Mental Health Disparities Faced by Indigenous Peoples”

***Assignment #5 – Final Paper – 30% due in Class Monday, March 31<sup>st</sup>.***