

INDSTU 3140G

Course Outline: Winter 2021

Title: Indigenous Knowledge and Traditions

Lecture (via Zoom): Wednesdays @ 1:30-4:30pm

I take this opportunity to welcome students to the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-wonda-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (e.g. First Nations, Métis and Inuit) whom we recognize as contemporary whom we recognize as contemporary stewards of the land and vital contributors of our society.

1. Course Information

1.1. Contact Information:

Instructor: Dr Lewis Williams
Office: N/A
Office Hours: By Appointment via zoom
Phone: N/A
Email: Lewis.Williams@uwo.ca

2. Calendar Description

2.1. Indigenous knowledge, as a distinctive field of study, is emerging as an important tool in the movement toward self determination and empowerment. This course will examine Indigenous beliefs, ways of knowing, and worldviews to understand their differences and similarities, while exploring contemporary expressions through a variety of sources and interpretations.

3 lecture hours, 0.5 course
Antirequisite(s): N/A
Prerequisite(s): Any course in Arts and Humanities or Social Science and registration in third year or higher.
Prerequisite checking is the student's responsibility

Students are required to attend the class during the regularly scheduled time each week via Zoom as there will be important discussions taking place during class. Only the lectures will be recorded and posted to the course website on OWL, sometime soon after the class is completed and removed before the next class begins. This means none of the discussions we have in class, nor guest lectures, or explanations for the quizzes, assignments, or the take-home exam will be recorded. Students who miss a virtual in-person class accept full responsibility for working independently using the written information on OWL to guide their progress. It is the student's

responsibility to make sure they have the required technology to successfully complete the course.

Technical Requirements:

- Stable internet connection
- Laptop or desktop computer with updated software
- Working microphone
- Working webcam
- Western University Zoom application installed Detailed specifications (see “computer requirements”): <https://registrar.uwo.ca/academics/timetables.html> Western Zoom page, including privacy information: <https://wts.uwo.ca/zoom/index.html>
- If you need technical assistance, first search the OWL Help Page, then contact the Western Technology Services Helpdesk using their Online Helpdesk or by calling 519.661.3800 (if on campus, ext. 83800)

2.2. Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

3. Textbooks: Books available on 2-hr reserve loan at Weldon Library

Course readings are provided through OWL

4. Course Objectives and Format

This interactive and participatory course will invite students to engage with various dimensions of Indigenous knowledge (IK) as an evolving body of knowledge that has much relevance for contemporary societies, including the social and ecological challenges we face. Students will be encouraged to draw on their own cultural identities and experiences as a means to situate themselves in relation to the material being discussed in class.

This course requires active participation from students, both to enhance your own learning and the learning experience of the entire class. Active learning benefits students by supporting higher level learning and improves retention and importantly for this class, integration with prior knowledge, experiences and ways of being. Lectures or facilitated learning experiences will be interspersed with discussion, group work and other activities.

Learning Objectives

- A. Students will be introduced to some of the key dimensions of Indigenous knowledge, how it is produced and reproduced; key values underlying IK; and, the relationship between historical forms and contemporary expressions of IK;
- B. We will discuss the relevance of Treaties to Indigenous knowledges and the implications of these for the expression of IK within evolving Indigenous Governance arrangements today, including contemporary environmental issues;
- C. Students will be invited to reflect on their own cultural identities and experiences, the ways in which these have and continue to shape their relationship to IK and their contemporary applications;
- D. Students will gain an understanding of the ways in which place, and relational traditions of place-making, as these are embedded in language, stories, ceremony, traditional food and medicine, systems of cultivation and food gathering, and art, both maintain and create new traditions and IK;
- E. Students will gain an understanding of the ways in which IK and traditions are relevant for informing societal conduct and sustainable models of citizenship;
- F. Through class discussions and self-reflections students will gain an understanding of the ways in which they can ethically engage with Indigenous knowledges and traditions within their own lives to enhance individual and societal wellbeing.

5. Learning Outcomes

Students who successfully complete this course will be able to:

- A. Identify the key epistemological principles, values and ethics of engagement with Indigenous knowledge systems including their relevance to Treaty relations.
- B. Identify the ways linguistic, cultural and place-based traditions maintain and shape the continued evolution of Indigenous knowledges and traditions in contemporary Indigenous contexts.
- C. Demonstrate self-understanding (whether Indigenous to place or not) of Indigenous knowledges and practices within your own cultural identities and ancestral histories.
- D. Demonstrate the relevance of Indigenous knowledges and traditions for informing sustainable practices of citizenship and societal conduct generally.
- E. Demonstrate how students can ethically engage with Indigenous knowledges within their own lives.

6. Evaluation

Evaluation Components	Percentage of Course Grade	Assignment Schedule
Digital Story	25%	Due 24 th February

Evaluation Components	Percentage of Course Grade	Assignment Schedule
Research essay (3000 words)	45%	Due 24 th March
Reflective Diary	30%	Due 7 th April

Grade Breakdown and Explanation

90-100	Excellent. You have surpassed my expectations (very rare)
80-89	Very good. You have fulfilled my expectations
70-79	Good. Expectations are mostly fulfilled with weak areas.
60-69	Satisfactory. There are problems such as confusing writing or expectations are not fulfilled.
50-59	Less than satisfactory. There are major problems.
< 50	Unsatisfactory, Fail.

Students are responsible for material covered in the lectures as well as the assigned chapters/sections in the text. Students are expected to attend class.

For Western's NEW [Policy on Accommodation for Illnesses](#) please refer to the Academic Calendar' section on [Academic Rights and Responsibilities](#).

Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a [Self-Reported Absence form](#) provided that the conditions for submission are met;
- (ii) For [medical absences](#), submitting a [Student Medical Certificate \(SMC\)](#) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- (iii) For [non-medical absences](#), submitting appropriate documentation (e.g., police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments or upsets are not normally an appropriate basis for a self-reported absence;
- **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration is not normally intended for the following circumstances:

- **Students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability.** Students with an ongoing physical illness or mental disorder (recurring or chronic) or an existing disability are responsible, in consultation with their doctors or other health professionals, to determine if they are capable of pursuing their studies and, if so, with what accommodations. Students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic Accommodation for Students with Disability. Students with pre-existing accessibility plans arranged through SAS may not need to provide additional documentation when seeking academic consideration where such request for consideration relates to their disability and where their accessibility plans allow for coursework deferral or deadline extensions.
- **Students who experience high levels of stress related to academic performance** (including completing assignments, taking part in presentations, or writing tests or examinations). Students with academic or exam stress should access supports through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

7. Make-up Examinations

N/A

8. Use of Electronic Devices

N/A

9. Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the 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 (<http://www.turnitin.com>).

10. Western's Commitment to Accessibility

The Indigenous Studies program strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

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 519-661-2147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website.

More information about "Accessibility at Western" is available.

11. Medical Issues

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. The Student Services website provides greater detail about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

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

12. Mental Health

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit Western's Health and Wellness website for more information on mental health resources.

13. Support Services

Student Support Services

Student Development Services

14. Important Dates

Classes will commence the week of January 11, cease during Reading Week, February 13th – 21st, and terminate on April 12. **Please use this schedule when preparing your graduate course outlines, and send them to Lori as soon as possible.**

January 11th: Classes resume

January 12th: Last day to add a second term half course or a second term full course

February 15th: Family Day (official holiday), IS office closed.

February 13th – 21st: Spring Reading Week (No classes; Department Office open).

March 7th: Last day to drop a second term half course or a second term full course without academic penalty.

April 12th: Classes end.

April 14 – 30th: Exam period.

April 13th and 14th: Study days.

April 15th – 30th: Final Examination period.

15.Course Schedule and Readings

Class Schedule.

Note: the schedule may be subject to change. If there are any changes, we will discuss in class first. We may not discuss or cover all readings in class; however, they are intended to give added context to what is discussed. The readings with an *beside them are not compulsory reading; however, they will strengthen your knowledge of the topic area. Readings should be read before the commencement of class each week, with the exception of week one.

DATE	THEME/CONTENT	ASSESSMENTS
WK1: Jan 13 th	Introduction to the syllabus and each other. What is Indigenous knowledge and how is it transmitted?	
WK2: Jan 20 th	IK and traditions: Treaties, Indigenous Governance & citizenship.	
WK3: Jan 27 th	IK and traditions - historical & contemporary Contexts	
WK4: Feb 3 rd	IK and traditions: cultural identities and ancestral lineages Lewis Williams & Kanatawakhon Maracle	
WK5: Feb 10 th	IK & traditions: Contemporary Contexts: Land, Language & Ceremony. The Tiipii Teachings – building healthy relationships and community. Guest Speaker Elder Don Ense, Native Child and Family Services, Toronto.	
WK6: Feb 24 th	IK & traditions: Contemporary Contexts: Language View class digital stories Informal presentations on process of making digital stories	Assessment # 1 (Digital Story) posted by this date;
WK7: March 3 rd	IK & traditions: Contemporary Contexts: Rongoā Māori Guest Speakers: Awhina Motutere, Christina Nuku, Waananga o Aotearoa.	
WK8: March 10 th	IK & traditions and sustainable citizenship: Applying Anishnaabe Aadziwin (Knowledge) to Youth-led Leadership Programming. Guest Speaker Hillary McGregor, Manager Standing Bear Youth Leadership Program,	

	Indigenous Sport and Wellness Ontario, Canada.	
WK9: March 17 th	IK & traditions and sustainable citizenship: Guest Speaker: Liam Campbell, Lough Neagh Partnership, Ireland.	
WK10: March 24 th	IK & traditions and sustainable citizenship: Urban Contexts of Displacement. A Cree Medicine Wheel approach to intergenerational resilience with immigrant and refugee communities in Toronto.	March 24th Assessment # 2 due. Research Essay 45% Demonstrate how IK and traditions are maintained, adapted and renewed within contemporary colonial contexts and their relevance to sustainable societal context.
WK11: March 31 st	Review of Semester's learnings and class reflections.	
Exam Week 15 th – 30 th April		7th April Assessment # 3 due. Reflective Diary 30%.

WEEK ONE (January 13th)

Themes: Introduction to the course and each other; and, What is Indigenous knowledge and how is it transmitted?

This session will introduce students to the course, its structure and include a brief introduction to assessment items. Secondly the session will introduce students to the key dimensions of Indigenous knowledge; both as this includes broad epistemological principles as well as its specificity to place. This session will also facilitate some preliminary discussion of any experiences you have as students regarding the transmission and renewal of IK and the relevance of IK contemporary society.

WEEK TWO (January 20th)

IK and traditions: Treaties, Indigenous Governance & citizenship.

In this session we will address the questions surrounding the relevance of Indigenous knowledges and traditions to Treaty relations, Indigenous Governance and ethical approaches to citizenship which honour both human and more than human life forms.

WEEK THREE (January 27th)

Indigenous Knowledge and Traditions: Historical and contemporary contexts

In this class we will explore the relationship between Indigenous epistemologies, knowledges and traditions in precolonial and postcolonial contexts.

WEEK FOUR (February 3rd): IK and traditions: cultural identities and ancestral lineages

How are Indigenous knowledges and traditions relevant to my own cultural identities and ancestral lineages?

In this session, students – both those who are Indigenous to Turtle Island and those whose ancestors were indigenous to another place – will be invited to reflect upon their own ancestral lineages (if known) in relation to Indigenous Knowledges and traditions. Regardless of knowledge of ancestral lineages, students will be invited to reflect upon their own identities and experiences in relation to what it means to be of place and the lifeways that sustain this. We will begin the class with stories from & Kanatawakhon Maracle and Lewis Williams about the relationships between their own cultural identities and Indigenous Knowledges and Traditions.

WEEK FIVE (February 10th)

IK & traditions: Contemporary Contexts: Land, Language & Ceremony

The Tiipii Teachings: Building healthy relationships and community

Guest Speaker: Elder Don, Native Child and Family Services of Toronto.

In this session we will focus on the relationships between land, indigenous languages and ceremony as a means to develop and strengthen relationships. Elder Don Ense will introduce us to the Tiipii ceremony as a means of strengthening community and wellbeing.

READING WEEK: (February 13th – 21st).

WEEK SIX (February 24th).

Class Digital stories to be presented with a secondary focus on Indigenous knowledges in contemporary contexts: Languages

In addition to class presentations, this session will introduce students to the role of Indigenous languages in sustaining and renewing IK and traditions.

WEEK SEVEN (March 3rd).

IK & traditions: Contemporary Contexts: Rongoā Māori (Māori systems of healing).

Guest Speakers: Awhina Motutere, Christina Nuku, Waananga o Aotearoa.

In this session our guest speakers will explore Rongoā Māori (Māori systems of healing) as a way of life and holistic system of wellness that centres whakawhanaungatanga – active relationships of balance and reciprocity with ourselves, Papatuanuku and all our relatives. The class will be experiential, inviting students to explore these concepts as they apply to your own lives.

WEEK EIGHT (March 10th).

IK & traditions and sustainable citizenship: Applying Anishnaabe Aadziwin (Knowledge) to Youth-led Leadership Programming

Guest Speaker Hillary McGregor, Manager Standing Bear Youth Leadership Program, Indigenous Sport and Wellness Ontario.

This session will focus on IK and land-based learning in the context of Indigenous youth leadership development and the contemporary environmental, social, economic and cultural challenges experienced by Indigenous youth.

WEEK NINE (March 17th).

Indigenous knowledges and traditions and sustainable citizenship

Guest Speaker: Liam Campbell, Lough Neagh Partnership, Ireland.

Class description to be provided.

WEEK TEN (March 24th)

Indigenous knowledges and traditions and sustainable citizenship: Urban contexts of displacement

In this class we will focus on Indigenous knowledges and traditions as a holistic means of connection and wellness in urban contexts. The primary focus will be on a collaborative project between three organizations (Riverdale Immigrant Women's Centre, Native Child and Family Services and the Alliance for Intergenerational Resilience) which drew on the Cree Medicine Wheel to develop holistic approaches to intergenerational resilience with immigrant and refugee communities of Toronto. There will be a secondary focus of activation of Indigenous Knowledge through the use of whakapapa (genealogy) by displaced Urban Maori youth in contemporary urban colonial contexts as a means of wellness and belonging.

WEEK ELEVEN (March 31st)

Review of Semester's learnings and class reflections.

This class will provide a synthesis of the class learnings and will include student reflections on learning and insights gained during the semester.

Required preparation materials

None