

ARTSSCI 1CC3/INDIGST 2MM3 - Indigenous Ways of Knowing: Theory

Winter 2018-19

Term 2

Wednesday 2:30-4:20 (LR Wilson 1055)

Thursday: 1:30 – 2:20pm (MDCL 1309)

Instructor: Katherine Minich minichk@mcmaster.ca

Office Location: LR Wilson, 1022

Office hours: 1:00 – 3:00 pm Mondays

Marker: Kojo Dampsey

Course Description and Objectives

This course is designed to step away from *Old World* or Classical texts and look at Indigenous theory and ways of knowing across *the land* or ‘Turtle Island’ or the *New World*. The integrity of Indigenous theories includes human organization but is not exclusive to people. Students will learn to appreciate and recognize aspects and principles of Indigenous theory and some of the ways (teachings) are learned and experienced. An important step in Indigenous ways of knowing is positionality, also the student’s social location, that is the space of a learner in relation to knowledge.

At the end of the course students succeed in the following:

- Gaining knowledge about Indigenous peoples’ cultural and linguistic diversity
- Identifying social policies aimed to control and assimilation of Indigenous Peoples
- Increased ability to recognize Indigenous principles in practice
- Greater awareness of non-human roles in social theory
- Understanding the vitality of land relationships

Required Texts

Simpson, L. (2011) *Dancing on our turtle's back : stories of Nishnaabeg re-creation, resurgence and a new emergence*. Arbeiter Ring Publishing.

Vowel, C. (2016) *Indigenous Writes: A Guides to First Nations, Métis & Inuit Issues in Canada*. Highwater Press.

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Course Assessment

EVALUATION

Evaluation will be based on four assessments:

1. Reading Group discussion will make up 20% of the course evaluation.
2. A reflective position paper will be set up in two parts, draft at 10%, final 10%.
3. *Midterm Exam*. In-class exam 30%, multiple choice.
4. Final Exam will be 30% of the grade, multiple choice and short essay answer.

Assessment	Due Date	Weight
Position draft	Jan. 30	10
Position final	March 13	10
Midterm exam	Feb. 13	30
Reading group peer evaluation	March 20	20
Final exam	TBD	30

*late assignments will be penalized 3% per day

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Lecture Schedule

Jan. 9 & 10	Introduction and positionality exercises Vowel, C. Indigenous Writes. Part I. The Terminology of Relationships. p. 1-22.
Jan. 16 & 17	Positionality Review I - Positionality and Writing with Reflection
Jan. 23	Vowel, C. Indigenous Writes. Part 2. Culture and Identity. p. 23-54
Jan 24	Book Group
Jan 30	Film Vowel, C. Indigenous Writes. Part 2. Culture and Identity. p. 55-72
Jan 31	Book group
Feb 6	Midterm review – no readings
Feb 7	Book Group
Feb 13	Midterm – no readings
Feb 14	Large group book discussion
Feb 20 & 21	Reading Break
Feb 27	Positionality Review II - Positionality and Writing with Reflection
Feb 28	Book group
March 6	Film Vowel, C. Indigenous Writes. Part 2. Culture and Identity. p. 73-114.
March 7	Book group
March 13	Vowel, C. Indigenous Writes. Part 3. Myth Busting. p. 115-168
March 14	Book Group
March 20	Vowel, C. Indigenous Writes. Part 4. State Violence. p. 169-234
March 21	Large group book discussion
March 27	Field Trip (site TBD)
March 28	Guest speaker
April 3	Guest speaker
April 4	Exam Review

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READING GROUP INSTRUCTIONS & SCHEDULE

INSTRUCTIONS: Six in-class times are set aside for students to engage in a book discussion in small groups. The small groups will be assigned using Avenue to Learn. The students are to expected follow the reading schedule, which means you complete the readings *in advance* to ensure a *productive* discussion. At the end of each meeting, students will be asked to collectively produce a peer evaluation. The rubric for peer evaluation is provided where each student will receive a unique grade and submitted to the instructor or TA. At the end of term, the average will be tabulated for each student. On Feb 14 and March 21 large group book discussion will be held to enhance classroom discussion on the book's main themes and connection to lecture material.

SCHEDULE

MEETING 1	Thursday Jan. 24	Simpson, L. p.1-38
MEETING 2	Thursday Jan. 31	Simpson, L. p.39 - 55
MEETING 3	Thursday Feb. 7	Simpson, L. p. 56-72
MEETING 4	Thursday Feb. 28	Simpson, L. p.72-110
MEETING 5	Thursday March 7	Simpson, L. p. 111.126
MEETING 6	Thursday March 14	Simpson, L. p.127-148

Rubric for Peer Evaluation (Example)

Date:	Name	Name	Name	Name	Name
1. Peer participates and is prepared	1	2	0	1	2
2. Peer assumes a leadership role in discussion	2	1	0	2	2
3. Peer offers analytic insight into the material/ideas	1	2	0	2	2
4. Peer offers reflections into the material/ideas	2	2	0	1	2
5. Peer follows conversation and is considerate of others	1	2	0	1	2
Total	7	9	0	7	10

0= Absent

1=Peer exhibits some ability

2=Peer performs with ease

1. Does the peer attend regular and manage time well?
2. Does the peer lead topical areas during group meeting?
3. Does the peer contribute to discussion with clear insights or criticisms?
4. Does the peer communicate clearly how they relate to the ideas/themes of the text?
5. Does the peer connect with the group and limit distractions? (ie. No texting/messaging while group is talking)

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POSITIONALITY STATEMENTS

Students are asked write a 3-4-page positionality statement that includes the following:

- A representation of knowledge
- Examples of learning style and preferences
- Identity and social location statement
- Organizational arrangement of your value scheme

This essay is a first for many students, where centering yourself as the learner is required. Here, I want you to become familiar with your intrinsic self and relate to the readers, a positionality statement that speaks about how knowledge, learning, reality and values are organized for you.

Draft – This is a well-written version of your positionality. Expectations will be reviewed in class and notes from the instructor will be posted to Avenue. Small groups discussions will help facilitate the information needed to initiate positionality.

Final – This is a revised and edited version of your draft that incorporate the feedback on style, voice, and composition designed to deepen your reflective analysis.

Format:

- Double spaced
- Titled and dated
- 3-4 pages (750 -1000 words)
- 12-point font (Times New Roman)

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Course Outline Statements (2018-19)

Academic Integrity Statement

McMaster Policy on Academic Integrity:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity), located at: <http://www.mcmaster.ca/academicintegrity>. The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one’s own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

MSAF Statement

McMaster Student Absence Form (MSAF):

In the event of an absence, students should review and follow the Academic Regulations in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.” Please consult the MSAF statement on our website (<https://artsci.mcmaster.ca/forms-requests/>) and direct any questions or concerns to Shelley Anderson or Rebecca Bishop in the Arts & Science Program Office.

Academic Accommodation of Students with Disabilities Statement

Academic Accommodation of Students with Disabilities:

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. SAS can be contacted by phone 905-525-9140 ext. 28652 or email sas@mcmaster.ca. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO) Statement

Academic Accommodation for Religious, Indigenous, or Spiritual Observances (RISO):

Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO

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accommodation should submit their request to their Faculty Office (i.e. to Shelley Anderson or Rebecca Bishop in the Arts & Science Program Office) normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Email Contact and Student Responsibility Statement

Please Note:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L, and/or McMaster email. It is the responsibility of students to check their McMaster email and course websites regularly during the term and to note any changes. Announcements will be made in class and by using the course email distribution list.

Authenticity/Plagiarism Detection Statement

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student-submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity