

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

Winter 2018

Term 2

LR Wilson 1055

Tuesday: 11:30 – 12:20pm

Thursday: 11:30 – 1:20pm

Instructor: Katherine Minich
minichk@mcmaster.ca

Office Location: LR Wilson, 1022

Office hours: 1:00 – 3:00 pm Mondays

Course Description and Objectives

Indigenous ways of knowing are alike until you look closer and see differences, not only between knowledge systems but across *the land* or ‘Turtle Island’ or the *New World*. This course is designed to step away from *Old World* or Classical texts and look at Indigenous theory and ways of knowing. 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.

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

- Gaining knowledge about Indigenous peoples’ cultural and linguistic diversity
- Identifying historical social policies aimed at controlling and assimilating Indigenous Peoples
- Increased ability to recognize Indigenous principles as practiced
- Greater awareness of non-human roles in social theory
- Understanding the vitality of land relationships

Required Texts

Iskwewak Kah’Ki Yaw No Wahkomakanak Neither Indian Princesses nor Easy Squaws (2nd Edition)

Course Assessment

Evaluation will be based on four assessments:

1. Weekly discussion questions between weeks 2-11 will make up 20% of the student’s grade. A dedicated folder is open on Avenue to Learn for weekly uploads, there are no make-up opportunities or substitutions for the weekly question. Your question is due to be uploaded no later than Thursdays at 5pm. I try to integrate these questions into the discussion part of the lecture so you can use this opportunity as indirect prompts or rely on them during lectures. Not every question will be addressed in-lecture but I encourage you

to use office hours or tutorial sessions as additional ways to support your learning of the material.

A discussion question is related to the assigned readings some examples include:

- What does the author mean when she says?
- What does the concept say about ...?
- What are the conditions for understanding XYZ?

Great Question	2%	Drawn from the readings, demonstrates you are engaged with the material
Good Question	1%	General inquiry, demonstrates you are reading the material
No Question	0%	Missed the 5pm deadline and did not upload a question for that week

Due: Week 2- 11 (2% x 10 = 20%)

2. Closing the gap between learning and understanding can be filled with reflective practices. I ask students to submit a piece of critical reflective writing to demonstrate their position as a learner and individual who is acquiring new knowledge. Several kinds of bias accompany inquiry processes, such as confirmation bias where we favour, judge and weigh affirming beliefs and hypotheses. Another bias is cultural bias where we make assumptions about motivation and influences using our own cultural values and standards.

Your reflective essay will be between 2-3 pages. Here are some questions to prime you with the ideas needed to complete the expected essay:

- How much did you know about (Indigenous ways of knowing) before starting this course?
- Have you done similar thinking in the past?
- What is challenging about doing a reflection?
- How are you feeling about Indigenous ways of knowing?
- What is satisfying or unsatisfying about the material so far?
- What are you learning about yourself through the material?
- Are your ideas changing?
- Are the grey areas of your knowledge shifting to black or white?
- Are you gaining clarity or getting confused?
- Do you have default settings for how you think?

Every essay must begin or conclude with a social identity/intersectional statement.

Due: Week 4 (20%)

3. *Event Reflection.* Between weeks 4-8 you will be asked to attend an Indigenous Studies event or participate in a local Indigenous community event. You will submit a 2-3 page critically reflective essay about your experience.

Due: Week 9 (20%)

4. *Final Exam.* A final exam will be held that is essay format. Study guide and review class will cover the content of the exam.

Assessment	Due date	Weight
Discussion questions	Wednesdays 12:00pm Jan 10 Jan 17 Jan 24 Jan 31 Feb 7 Feb 14 Feb 28 March 7 March 14 March 21	20%
Critical Reflection I	Jan. 26	20%
Critical Reflection II	March 2	20%
Final Exam	TBD	40%

Lecture Outline

Week 1 (January 4) INTRODUCTION

Week 2 (January 9 & 11) Indigenous Theory Overview

- Simpson, A. and Smith, A. (2014) Introduction. *In* Theorizing Native Studies, Duke University Press. Simpson and Smith (Eds). pp 1-30.
- Acoose, J. (2016) Introduction. p.3- 10.
- Aupilaarjuk, M. et al. (2002) Introduction. In Oosten, J and Laugrand (eds.) Inuit Qaujimajatuqangit: Shamanism and Reintegrating Wrongdoers into the Community.
- Alfred, T. (2005) First Words. Wasáse: Indigenous pathways of action and freedom. Broadview Press: Peterborough. p.19-38.

Week 3 (January 16 & 18) Being and Ceremony

- Acoose, J. (2016) Chapter One. p.11 - 30.
- Acoose, J. (2016) Chapter Two. p.31 - 42.
- Film: Finding Dawn

Week 4 (January 23 & 25) Dismemberment

- Acoose, J. (2016) Chapter Three. p.43 - 54.
- Acoose, J. (2016) Chapter Four. p.55 - 71.

Week 5 (January 30 & February 1) Remembering and Recalling

- Acoose, J. (2016) Chapter Five. p.71 - 80.
- Acoose, J. (2016) Chapter Six. p.81 -88.

Week 6 (February 6 & 8) Animals and wellbeing

- Lynge, F. (1992). Chapter 1, 2 &5, p. 1- 35.
- Film: Angry Inuk

Week 7 (February 13 & 15) Context

- Oosten, J and Laugrand (eds.) Chapter 4 & Glossary. p.173-224.
- Alfred, T. (2005) Indigenous Resurgence. p.179-236.

Week 8 (February 20 & 22) NO CLASSES (WINTER RECESS)

Week 9 (February 27 & March 1) Turning Inwards

- Simpson, A. (2011) On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship. In Cannon and Sunseri (Eds) Racism, Colonialism and Indigeneity in Canada. p.146-162
- Film: 400 years of Resistance (Obomsawin)

Week 10 (March 6 & 8) Positionality

- Abolson, K. and Willett (2005) Putting Ourselves Forward: Location in Aboriginal Research. In Brown L. and Strega S. (Eds) Research as Resistance: Critical, Indigenous and Anti-Oppressive Approaches. Canadian Scholars/Women's Press: Toronto. p. 97-126.
- *more recent examples

Week 11 (March 13 & 15)

- **Wilson, A. Two spirit**
- **Wilson, S. Research as Ceremony**

Week 12 (March 20 & 22) Identity

- **Palmater, P. (2011) Band membership vs. Self-Government Citizenship. Chapter Four In Beyond Blood: Rethinking Indigenous Identity. Purich Publishing: Saskatoon. p.143-226.**

Week 13 (March 27 & 29) Respect and Protection of Knowledge

- **Smith, GH. (2000) Protecting and Respecting Indigenous Knowledge. Ch. 16. In Battiste (Ed.) Reclaiming Indigenous Voice and Vision. UBC Press: Vancouver. p.209-224.**
- **Henderson, J. Ayukpachi: Empowering Aboriginal Thought. Ch.18. In Battiste (Ed.) Reclaiming Indigenous Voice and Vision. UBC Press: Vancouver. p.248-278.**

Week 14 (April 3 & 5) CONCLUSION AND REVIEW **McMaster Course Outline Statements (2017-18)**

Sustainable Written Work Submission Guidelines

The written work submission guidelines have been chosen to support the more sustainable use of paper, energy, and toner, and meet the Platinum standard of the Office of Sustainability; <http://www.mcmaster.ca/sustainability/>. All written work should be submitted in the following format: double sided, reduced line spacing (1.5 lines), exclusion of title page, sans-serif font. Most work will be submitted and returned online. Use a header to identify the title of your work, student name and number.

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, 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):

The McMaster Student Absence Form (MSAF) is a self-reporting tool for Undergraduate Students to report MEDICAL absences that last up to 3 days and provides the ability to request accommodation for any missed academic work (that is less than 25% of the course grade). Please note, this tool cannot be used during any final examination period. You may submit a maximum of ONE Academic Work Missed request per term. It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation. If you are absent for more than 3 days, exceed one request per term, are absent for a reason other than medical, or have missed work worth 25% or more of the final grade, you MUST visit your Faculty Office. You may be required to provide supporting documentation. This form should be filled out when you are about to return to class after your absence.

•For Arts & Science students: In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work." Please also see the MSAF statement on our website (<http://artsci.mcmaster.ca/forms-requests/>) and direct any questions or concerns to Shelley Anderson or Rebecca Bishop in the Arts & Science Program Office as appropriate.

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. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or email sas@mcmaster.ca. For

further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

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. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check **their McMaster email** and course websites weekly during the term and to note any changes. Announcements will be made in class and by using the course email distribution list.

Assignment Deadlines & Missed/Late Work:

Students are expected to hand in all assignments on the specified due dates. Late submissions will be subject to a penalty of 3% per day (including weekend days) if you do not have supporting documentation. Assignments submitted after specified time and date will be considered late. No assignments will be accepted after April 10, 2018. Students are expected to become familiar with electronic submission on Avenue to Learn dropbox in advance of the deadlines, and ask for assistance as necessary. Problems with electronic submission WILL NOT be accepted.