



INDIGST 2MM3 INDIGENOUS WAYS OF KNOWING: THEORY WINTER 2021

Instructor: Dr. Allan Downey
Email: downea2@mcmaster.ca
Lecture/meeting times: Mondays
11:30am-1:20pm and Fridays 1:30-
2:20pm

Office: Online
Office Hours: Online by appointment

Course Description

This course will explore Indigenous ways of knowing as they relate to Indigenous cosmologies and worldviews. A range of written text and oral tradition will be introduced as foundational aspects of Indigenous knowledges. Interdisciplinary approaches based on the work of Indigenous scholars redefining the field of Indigenous Studies will also be examined. 3 hours; lecture and seminar

Course Objective

The goal of this course is for students to gain an understanding of several selected themes in the decolonization and resurgence of Indigenous knowledge and theory while contextualizing those examinations within the different perspectives of Indigenous peoples. Students will gain a greater understanding of Indigenous epistemologies, knowledge, self-determination, resurgence, nationhood, while developing their own interpretive reading and writing skills through the course assignments. Furthermore, students will be introduced to and gain a greater understanding of Indigenous oral history, worldviews, and perspectives.

Required Materials and Texts

The book is available for purchase at the bookstore (they will ship it to you) or used copies can also be found online at abebooks.ca or amazon.ca.

Leanne Simpson, *As We Have Always Done: Indigenous Freedom Through Radical Resistance* (Minneapolis: University of Minnesota Press, 2017).

There is no required textbook for this course but for students new to Indigenous Studies the following books are recommended:

Chelsea Vowel, *Indigenous Writes* (Winnipeg: Portage and Main Press, 2016).



Yale D. Belanger, *Ways of Knowing: An Introduction to Native Studies in Canada*, 2nd Edition (Toronto: Nelson Education, 2014).

Class Format

Pre-recorded lectures (most Mondays) and live virtual meetings via Zoom (most Fridays), full schedule available on Avenue to Learn

Course Evaluation – Overview

Seminar Participation: 20%
Work Sheet (Sunday, Feb 7th): 25%
Book Reflection (4-5 page: Sunday, March 21st): 25%
Final Essay or Podcast (Monday, April 12th): 30%

Course Evaluation – Details

Participation (Live Seminars on Fridays) will make up 20% of the student's final grade. Participation will be demonstrated by having done the weekly readings/ podcasts/ videos and actively participating in the seminar discussions on Fridays. Seminar attendance alone is not considered "participation."

Assignment 1: Work Sheet Assignment (Due: Sunday, Feb 7th): After reading the article "Land as Pedagogy" by Leanne Simpson students will complete a worksheet with several questions. More detail will be provided on A2L.

Assignment 2: Book Reflection (Due: Sunday, March 21st): After reading *As We Have Always Done*, students will provide a **4-5 page** critical analysis of the reading. More detail will be provided on A2L.

Assignment 3: Original Essay or Podcast (Due: Monday, April 12th)
Students will develop a **fifteen-minute** podcast **or** an **8-page** essay based on the material in the syllabus offering an original critical reflection of the importance of Indigenous knowledge and theory. More detail will be provided on A2L.

Weekly Course Schedule and Required Readings

Week 1: Introduction to Critical Indigenous Studies

Date(s) of meetings: Jan 11th & 15th

Readings:



- N/A

Notes: [i.e., Assignment due, test, etc.]

Jan 11th Live Introduction: Link on A2L

Jan 15th Lecture: Available on A2L

Week 2: Oral History

Date(s) of meetings: Jan 18th & 22nd

Readings for Live Seminar:

- Heidi Kiiwetinepinesiik Stark, “Stories as Law: A Method to Live By” in Chris Andersen and Jean M. O’Brien, ed., *Sources and Methods in Indigenous Studies* (New York: Routledge, 2017), 249- 256. **A2L**

Notes: [i.e., Assignment due, test, etc.]

Jan 18th Lecture: Available on A2L

Jan 22nd Live Seminar: Link on A2L

Week 3: Creation

Date(s) of meetings: Jan 25th & 29th

Readings for Live Seminar:

- Watch “Creation Story” from beginning to 1:02:00min at <https://www.youtube.com/watch?v=SegYkan5yml&t=2738s>

Notes:

Jan 25th Lecture: Available on A2L

Jan 29th Live Seminar: Link on A2L

Week 4: Land and Traditional Ecological Knowledge (TEK) as Pedagogy

Date(s) of meetings: Feb 1st & Feb 5th

Readings for Live Seminar:

- Listen to “Episode 267: Thomas Wickman, Snowshoe Country” *Ben Franklin’s World Podcast* <https://benfranklinsworld.com/episode-267-wickman-snowshoe-country/?fbclid=IwAR1gmMPKLnEQjEVRHWuallal42ZC12FQBvYjW3AnVJd5FtFvvej9EvXbglS>
- Leanne Betasamosake Simpson, “Land as Pedagogy: Nishnaabeg intelligence and Rebellious Transformation” *Decolonization: Indigeneity,*



Education & Society vol. 3, no. 3 (2014): 1-25. **Online.**
<https://jps.library.utoronto.ca/index.php/des/article/view/22170/17985>

Notes:

Feb 1st Lecture: Available on A2L

Feb 5th Live Seminar: Link on A2L

Assignment 1: Work Sheet Assignments due by 11:59pm on Sunday, Feb

7th.

Week 5: Nationhood and International Indigenous Relations

Date(s) of meetings: Feb 8th & 12th

Readings for Live Seminar:

- Alan Ojig Corbiere “The Underlying Importance of Wampum Belts” (52min). Online. https://www.youtube.com/watch?v=wb-RftTCQ_8

Notes:

Feb 8th Lecture: Available on A2L

Feb 12th Live Seminar: Link on A2L

Week 6: *READING WEEK (February 15th-19th)**

Week 7: Sport as Theory

Date(s) of meetings: Feb 22nd & 26th

Readings for Live Seminar:

- Downey, Allan. “Claiming ‘Our Game’: Squamish Lacrosse and the Performance of Indigenous Nationhood in the Early Twentieth Century” in Robert Rutherford and Peter Gossage, ed., *Making Men, Making History: Canadian Masculinities across Time and Place*. Vancouver: UBC Press (2018). Available here: https://www.academia.edu/36408375/Claiming_Our_Game_S%E1%B8%B5wx_w%C3%BA7mesh_Lacrosse_and_the_Performance_of_Indigenous_Nationhood_in_the_Early_Twentieth_Century

Notes:

Feb 22nd Lecture: Available on A2L

Feb 26th Live Seminar: Link on A2L

Week 8: Colonizing Indigenous Knowledge and Theory

Date(s) of meetings: March 1st & 5th



Readings for Live Seminar:

- Linda Tuhiwai Smith, “Colonizing Knowledges,” in Roger CA Maaka and Chris Andersen, ed. *The Indigenous Experience: Global Perspectives* (Toronto: Canadian Scholars’ Press Inc., 2006), 91-108. **A2L.**

Notes:

March 1st Lecture: Available on A2L
March 5th Live Seminar: Link on A2L

Week 9: Resurgence

Date(s) of meetings: March 8th & 12th

Reading for Live Seminar: *Start As We Have Always Done* (pg., 1-94)

Notes:

Mar 8th Lecture: Available on A2L
March 12th Live Seminar: Link on A2L

Week 10: **Assignment Week (No Class)**

Date(s) of meetings: March 15th & 19th

Readings:

Finish *As We Have Always Done* (95-247)

Notes:

No classes, read and work on assignment

Assignment 2: Book Reflection due by 11:59pm Sunday, March 21st

Week 11: ReMaterating Art

Date(s) of meetings: March 22nd & 26th

Readings for Live Seminar:

- Discuss video and Travis Wysote, Erin Morton, “‘The Depth of the Plough:’ White Settler Tautologies and Pioneer Lies,” *Settler Colonial Studies* 9, no. 4 (2019), 479-504. **Online (Library).**

- **Notes:**

- Mar 22nd Lecture: Watch Kent Monkman, “Casualties of Modernity” 50:56min <https://www.youtube.com/watch?v=VW3amUsP-50> in place of class
- March 26th Live Seminar: Link on A2L



Week 12: Writing as Resistance and Survivance

Date(s) of meetings: March 29th & **NO CLASS APRIL 2ND

Readings: N/A

Notes:

Mar 29th Lecture: Available on A2L

Week 13: Futurity

Date(s) of meetings: April 5th & 9th

Readings: TBD

Notes:

April 5th Lecture: Available on A2L

April 9th Live Seminar: Link on A2L

Week 14: Conclusion

Date(s) of meetings: April 12th

Readings: N/A

Notes:

April 12th Live Lecture

Final Assignment: Essay or Podcast due by 11:59pm Monday, April 12th

Course Policies

Submission of Assignments

Students will have three major assignments for *INDIGST 2MM3* that will encourage them to move beyond our course themes and to consider different approaches to interpreting Indigenous knowledge and theory with an emphasis on Indigenous perspectives. The three assignments will include a work sheet relating to an assigned reading, a book reflection, and an original essay or podcast.

All essays are required to use MLA, APA, or the Chicago Manual of Style for footnote or endnote citations and include a bibliography. Essays are due on A2L on the posted due date.



Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Assignments are to be handed in on time on the specified dates. Late assignments will be penalized 3% per day (including weekends) to a maximum of 30%. Failure to complete all assignments will result in a failing grade in the course.



Absences, Missed Work, Illness

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): 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”.

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 should submit their request to their Faculty 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.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior 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 behavior 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 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 credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

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 e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING



Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms. Course Modification

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 the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

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