

INDIGST 3R03: Onkwehon:we Experiential Land-based Learning

McMaster University Fall 2020 Instructor: Dr. Dawn Martin-Hill, Indigenous Studies

Email: dawnm@mcmaster.ca Lectures: Monday 11:30-2:20

Office Hours: after class or by appointment

Course Description

We are in a pandemic and visiting the community is unavailable but, the principle of you engaging with your environment is in tact. Projects will focus on your interaction with your environment wherever you to choose that to be, you will provide the experiential content through journaling, mapping terra-stories, researching your interests and creating your story through written word or oral, art, poetry and or compiling a map of place/history/language placenames . The academic content will focus on current issues climate change crisis, the moral crisis of recovering Indigenous children from unmarked graves in state-mission schools yards, environmental racism injustice, decolonization - anti-colonialism, truth & reconciliation, and gender will be explored. The topics include understanding how power, class, race and gender influence settler colonial relations with Indigenous lands and people. How the climate crisis will shape ecological conflicts over natural resources, water and food security. This course will provide current Indigenous research with Six Nations and provide opportunities to engage with community, elders, leaders, and researchers. A central focus in terms of access to clean water for FN communities and why and how the government continues to fail providing basic human rights to FN. We will explore current events, resistance to environmental degradation, resistance to colonial processes such as sterilization of Indigenous women, apprehension of their children, incarceration from the lens of Indigenous people.

Experiential component *adjusted for course taught in a pandemic*

Experiential education is the process of “learning by doing” which begins with the learner engaging in direct "experience" followed by reflection. Place-based education is an approach to teaching that is grounded in the context of community, both natural and social. Both fields are still evolving and defining themselves. Key characteristics identified by both fields (some examples include hands-on; active; local and community based; field based; culturally socially relevant) and are not overly concerned with the associated academic and structural labeling.

This component, for which you will perform a (ie., create a digital story and accompanying resource guide that aids decolonizing, assist a non-profit organization (TRC, MMIW, Land back movements, line 3 etc. The sharing of talent, knowledge, ideas, and questions is an important element of active participation required in this class. When you investigate and report on your project.

Your project will be presented through storytelling, and Indigenous methodology through interaction with your local environment you will explore through photos, filming and archival research. Start off with your geographic location (see <https://native-land.ca/>) to identify the Indigenous territory.

Build your topic by exploring: where is the nearest residential school to you? Where is the nearest ‘Indian hospital’? Is there a battlefield near you? Where are the water bodies, big and small near you –

what is the history of the latter? What did the land/water look like before colonization and current state today. Are there impacts to your environment due to climate change? What Indigenous medicines grow near you and are they accessible? What are the Indigenous stories about specific 'sites' ie. Dreamers rock, Niagara Falls, Great Lakes, 'town of Brantford', T.B. Sanatorium in Hamilton, Peacemakers journey through our waterways, mapping MMIW in your area, Mohawk Institute, Land Back sites etc. You can literally create a story out of any site, tie in historical context of your site and use creative ways to build and share that story. Make sure you can travel to your area of interest to film (cell phone), photograph and interact with the environment.

There will be an emphasis on the development of a research projects through exploring the contemporary realities of Indigenous people. Your project will include creation of a digital story (3-5 minutes) drawn from Indigenous stories in public domain of Youtube, websites, tiktok, F.B. etc to include Indigenous voices. The combination of your story is interaction, searching Indigenous media outlets and inclusion of Indigenous academic literature.

Classes consist of self-directed learning; 1st building your reading list through identifying your topic of digital research. The course will consist of seminars, Indigenous film, social media, digital stories, guest video lectures as oral tradition will provide Indigenous content. The experiential activities will be limited to creation of individual students collecting images of your environment and compiling a photovoice story.

The goal of the course is to gain a deeper understanding of Indigenous peoples' connection to environment through culture, environmental stewardship and relationships to the land through spoken word, colonialism impact on those relationships and linking that background to understand current events.

Grading scheme:

10% class participation

25% midterm

15 % Class presentation of your D.S and resources

40% final research project; D.S

Your final project is building a digital story to present to class.

Required Materials: all on-line

See weekly readings

Week 1 Indigenous knowledge: ways of knowing and being

Indigenous ways of knowing: Implications for participatory research and community. American Journal of Public Health, 98(1), 22–27. doi:10.2105/AJPH.2006.093641 Collier, R. (2017).

Storytelling the World • Elders: Oren Lyons, Youtube:

<https://m.youtube.com/watch?v=EzUpOpNR6aE&feature=share&fbclid=IwAR1sD7Imf9BcNvPuzdKJ-oTxTMVpXjIH4HHJDC-qmHc1Bv6NzOp3WBOoXcM>

Week 2 Indigenous methods for experiential holistic learning

Glen Coulthard Decolonization: Indigeneity, Education & Society Vol. 3, No. 3, 2014, pp. X-IV
<https://jps.library.utoronto.ca/index.php/des/article/view/22248/18062>

Week 3: Why stories matter

Where are the Children buried? <https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/05/AAA-Hamilton-cemetery-Final.pdf> Dr. Scott Hamilton Dept. of Anthropology

Week 4: Decolonizing our identity, our environment

James W. Ransoma*, Kreg T. Ettengerba 'Polishing the Kaswentha': a Haudenosaunee view of environmental cooperation. Haudenosaunee Environmental Task Force. Environmental Science & Policy 4 2001 pg219-228

Martin-Hill, Dawn. 2009. "Traditional Medicine and Restoration of Wellness Strategies." International Journal of Indigenous Health 5 (1): 26-42

Week 5: Our knowledge of the land, past, present and future

The Value of Traditional Ecological Knowledge for the Environmental Health Sciences and Biomedical Research Symma Finn,¹ Mose Herne,² and Dorothy Castille³

Lalonde, C. E. (2005). Identity formation and cultural resilience in Aboriginal communities. In R. J. Flynn, P. M. Dudding, & J. G. Barber (Eds.), Promoting Resilience in Child Welfare (pp. 52– 71). Ottawa, ON: University of Ottawa Press. doi:10.4324/9780203795583.ch29.

Symma Finn,¹ Mose Herne,² and Dorothy Castille³

Week 6: Midterm review and midterm

Week 7: Sterilization of indigenous lands and bodies, what the connection?

Stote, Karen. 2015. An Act of Genocide: Colonialism and the Sterilization of Aboriginal Women. Halifax: Fernwood Publishing.

Gender equality: Forced sterilization of Indigenous women and girls. Amnesty International's Further Recommendations with Respect to The Universal Periodic Review of Canada, 30th Session of the UPR Working Group, May. London, United Kingdom: Amnesty International. Amoore, L.

Week 8: Indigenous people response to climate change/crisis in colonial states

Indigenous Peoples and Climate Change: Emerging Research on Traditional Knowledge and Livelihoods https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---ilo_aids/documents/publication/wcms_686780.pdf

Read: Van Sant, Levi, Richard Milligan, and Sharlene Mollett. 2020. "Political Ecologies of Race: Settler Colonialism and Environmental Racism in the United States and Canada." Antipode 1-14.

Week 9: Code Red; IPCC report 2021

<https://www.bbc.com/news/science-environment-58130705>

https://www.washingtonpost.com/lifestyle/wellness/climate-change-anxiety-dread-cope/2021/07/14/471eb264-e4d4-11eb-b722-89ea0dde7771_story.html

“The Earth is Our Mother”: Freedom of Religion and the Preservation of Indigenous Sacred Sites in Canada <file:///C:/Users/Cody/Downloads/1042774ar.pdf>

Week 10: Presentation – project, goals, reflection, intention, goal and resource -feedback for final

Week 11: Presentations, feedback

Week 12: Presentation, feedback for final

Week 13 Final submissions of digital story due