



INDIGST 2D03/ENVSOCY 2EK3/ANTHROP 2DA3: INDIGENOUS TRADITIONAL ECOLOGICAL KNOWLEDGE

FALL 2022

Lecture: Monday 10:30 – 12:20

Tutorial: Wednesday 10:30 – 11:20

Room: LRW 1055

Office hours by appointment only.

Instructor: Edebwed Ogichidaa Kwe, Valarie King

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COURSE DESCRIPTION

This course will introduce students to principles and practices of Indigenous traditional ecological knowledge (TEK). Students will learn about basic plant and food medicines according to local Indigenous knowledge. They will work with Indigenous knowledge keepers to learn about plants in the area and their basic medicinal uses. Students will have opportunities for harvesting, drying and making basic medicines as part of their community service hours. Protocols around traditional Indigenous knowledge in relation to working with plant and food medicines will be covered. Students will also draw from literature to understand comparative work among other Indigenous peoples, including Indigenous peoples from the Southwestern United States and northern Mexico.

Students will be expected to fulfil twenty community service learning hours, as there will be an experiential component involving working on the land with local Indigenous knowledge keepers, or on the campus garden.

OBJECTIVES

1. To gain an introduction to the principles and practices involved in Indigenous traditional ecological knowledge.
2. To learn some basic plant medicines according to local Indigenous knowledge.
3. To honour and learn from local Indigenous knowledge keepers by engaging in collaborative working relationships.
4. To connect with the land through learning from the local Indigenous community.

READING MATERIALS

AvenueToLearn (ATL) materials

Kimmerer, Robin Wall. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. Minneapolis: Milkweed Editions, 2013.

Geniusz, Mary Siisip. *Plants Have So Much to Give Us, All We Have to do is Ask*. Minneapolis: University of Minnesota Press, 2015.

COURSE EVALUATION

Your attendance and participation is critical to your success in this course. Assignments will be considered late if a student is absent on the due date without making prior arrangements. Late assignments will lose 2 percentage points per day, including weekends.

The grading breakdown follows:

Value	Assignment
15%	Community service learning
15%	Classroom discussion leadership
10%	Mid-Term Paper
20%	4 reflections (4 each worth 5%)
10%	Plant Growing Log
30%	Term Paper OR Digital Story

CLASS SCHEDULE

Class	Topic	Material to be covered
Sept. 7 Tutorial Class	INTRODUCTION TO TUTORIALS WHAT IS TEK? <i>The Words that come before:</i>	Introductions Syllabus Small Group Presentation Sign up Community Work Places Info and Sign Up

<p>Wk2: Class Sept. 12</p> <p>Sept. 14 Tutorial</p>	<p><u>INTRODUCTION TO INDIGENOUS ECOLOGICAL PRACTICES</u></p> <p>Guest TBD</p>	<p>Geniusz, <i>Plants Have So Much to Give Us</i>:</p> <ul style="list-style-type: none"> • Introduction & Chapter 1 <p>Mylearningspace materials:</p> <p>Salmon, Enrique. <i>Eating the Landscape: American Indian Stories of Food, Identity and Resilience</i>. Tuscon: University of Arizona Press, 2012.</p> <ul style="list-style-type: none"> • Chapter 2
<p>Wk. 2 Class Sept. 19</p> <p>Sept. 21 Tutorial</p>	<p><u>HAUDENOSAUNEE APPROACHES</u></p> <p>Classroom discussion leadership #</p> <p>Guest: TBD</p>	<p>Kimmerer, <i>Braiding Sweetgrass</i>:</p> <ul style="list-style-type: none"> • “Skywoman Falling” <p>Mylearningspace materials:</p> <ul style="list-style-type: none"> • Deyoha:hage Materials: <i>What Is Haudenosaunee Environmental Knowledge Consultation Report</i>. (What is HEK and HEK) <p>Online materials:</p> <ul style="list-style-type: none"> • Mt. Pleasant, Jane. “The Paradox of Ploughs and Productivity: An Agronomic Comparison of Cereal Grain Production under Iroquois Hoe Culture and European Plow Culture in the Seventeenth and Eighteenth Centuries.” <i>Agricultural History</i>. 85, 4 (Fall 2011), pp. 460-492.
<p>Saturday Sept. 24th & 25th</p>	<p><u>Haudenosaunee Approaches</u> <u>Pot Luck Work day and Learning</u> <u>Field Trip to Terrylynn Brant</u> <u>Natural Planting and Sustenance.</u> <u>Time: 9 a.m. – 4 p.m.</u> <u>Address</u></p>	<p>(Both days are open to come out and be used toward community service learning hours)</p> <p>Sign Up by September 19th</p>
<p>Week 3 Class Sept. 26</p> <p>Tutorial Sept. 28</p>	<p><u>HAUDENOSAUNEE APPROACHES</u></p> <p>&</p> <p><u>INDIGENOUS SCIENCE</u></p> <p>Classroom discussion leadership #</p> <p>Lecturer/Facilitator: TBA</p>	<p>Kimmerer, <i>Braiding Sweetgrass</i>:</p> <ul style="list-style-type: none"> • “The Council of Pecans;” • “Asters and Goldenrods;” • “The Three Sisters;” and • “People of Corn; People of Light.” <p>Geniusz, <i>Plants Have so Much to Give Us</i>:</p> <p>Chapter 2</p>

<p>Week 4 Oct. 3 Class</p> <p>Oct. 5 Tutorial</p>	<p><u>FOOD AS MEDICINE</u></p> <p>Lecturer: TBD</p> <p>Classroom discussion leadership #</p>	<p>On-Line Viewing:</p> <p>Native food systems resource centre http://www.nativefoodsystems.org/</p> <p>Native American Cuisine – Chef Nephi Craig: https://www.youtube.com/watch?v=xaTs9Po_MBQ http://indigenousfoodrevolution.blogspot.ca/</p> <p>Mylearningspace materials:</p> <ul style="list-style-type: none"> • LaDuke, Winona. “War of the rices: Native Americans struggle to keep wild rice wild.” <i>East West</i> June 1991: 58+. <i>Academic OneFile</i>. Web. 27 Aug. 2014 • Bodirsky, Monica and Jon Johnson. “Decolonizing Diet: Healing by Reclaiming Traditional Indigenous Foodways. <i>Cuizine: The Journal of Canadian Food Cultures</i>.
<p>Week 5 Oct. 10</p>	<p><u>Reading week</u></p>	
<p>Week 6: Oct. 17 Class</p> <p>Oct. 19 Tutorial</p>	<p><u>Field Trip to the Mississaugas of the Credit</u> 2978 Mississaugas of the Credit Road R.R.#6 Hagersville, Ontario N0A 1H0 <u>Time: 8:30 to 12:00</u></p> <p><u>Midterm paper due</u></p>	<p>Cultural History of the Mississaugas of the Credit</p> <p>Working bee of learning about Traditional plants, Weeding. Presentation from Herbalist, Archaeologists.</p> <p>Bring your snacks.</p>
<p>Week 7: Oct. 24 Class</p> <p>Oct. 19 Tutorial</p>	<p><u>FOOD AS MEDICINE</u></p> <p>Classroom discussion leadership #</p> <p>Guest: TBD</p>	<p>Geniusz, <i>Plants Have So Much to Give Us</i>:</p> <p>Chapter 4</p> <p>Kimmerer, Book <i>Braiding Sweetgrass</i>:</p> <ul style="list-style-type: none"> • “The Gift of Strawberries” • “Maple Sugar Moon” <p>Mylearningspace materials:</p> <ul style="list-style-type: none"> • Nelson, Melissa K. “Re-Indigenizing our Bodies and Minds through Native Foods,” in <i>Original Instructions: Indigenous Teachings for a Sustainable Future</i>. Bear and Company, 2008.

<p>Saturday October 22</p>	<p>Anishnaabe Annual Fall Harvest Mississaugas of the Credit 659 New Credit Road R.R.#6 Hagersville, Ontario N0A 1H0 Fall Harvest Time: 9 to 4</p>	<p>Various stations of wild rice making, fish preparing and cooking, deer and moose meat skinning and drying meat, goose preparing and story telling, corn soup making, vegetables, Bannock making.</p> <p>(Can be used toward community service hours)</p> <p>Sign Up.</p>
<p>Wk. 8 Class Oct. 31 Tutorial Nov. 2</p>	<p><u>WATER AS MEDICINE</u></p> <p>Classroom discussion leadership #</p> <p>Guest Lecture TBD</p>	<p>On line materials:</p> <p>Anderson, Kim. <i>Women, Water and Health: Reflections from Eleven First Nations, Metis and Inuit Grandmothers</i>. Atlantic Centre of Excellence for Women’s Health and Prairie Women’s Health Centre of Excellence, 2010.</p> <p>White, J. P. , Murphy, L. , Spence, N. (2012). Water and Indigenous Peoples: Canada’s Paradox. <i>The International Indigenous Policy Journal</i>, 3(3) . Retrieved from: http://ir.lib.uwo.ca/iipj/vol3/iss3/3</p> <p>Sheri Longboat article in Canadian Woman Studies – (forthcoming in fall 2015 – will be available on line or at mylearning space when ready).</p>
<p>Week 9 Class Nov. 7</p> <p>Tutorial Nov.9</p>	<p><u>INDIGENOUS HARVESTING</u></p> <p>Classroom discussion leadership #</p> <p><u>Guest Lecturer: TBD</u></p>	<p>Kimmerer, <i>Braiding Sweetgrass</i>:</p> <ul style="list-style-type: none"> • “The Honourable Harvest” <p>Geniusz, <i>Plants Have So Much to Give Us</i>:</p> <p>Chapter 3</p>
<p>Week 10 Class Nov. 14 Tutorial Nov. 16</p>	<p><u>INDIGENOUS HARVESTING</u></p> <p>Classroom discussion leadership #</p> <p><u>Guest Lecturer: TBD</u></p>	<p>Mylearning space materials</p> <p>from Wendy Geniusz’s book <i>Our Knowledge is not Primitive: Decolonizing Botanical Anishinaabe Teachings</i>:</p> <ul style="list-style-type: none"> • Chapter 2, “Botanical Anishinaabegikendaasowin Within Anishinaabeizhitwaawin.” <p>Geniusz, <i>Plants Have So Much to Give Us</i>:</p> <ul style="list-style-type: none"> • Chapter 5

Week 11 Class Nov.21 Tutorial Nov. 23	<u>REVITALIZATION</u> Classroom discussion leadership # <u>Guest Lecture: Tbd</u>	Kimmerer, <i>Braiding Sweetgrass</i> : <ul style="list-style-type: none"> • “An Offering” Geniusz, <i>Plants have so Much to Give Us</i> : <ul style="list-style-type: none"> • Chapter 6
Week 12 Class Nov. 28 Tutorial Nov. 30	<u>REVITALIZATION</u> Classroom discussion leadership # <u>Guest Lecture: Tbd</u> Community Service Learning (Record due Nov. 28th)	Kimmerer, <i>Braiding Sweetgrass</i> : <ul style="list-style-type: none"> • “Learning the Grammar of Animacy” • “Putting Down Roots” Geniusz, <i>Plants Have So Much to Give Us</i> : <ul style="list-style-type: none"> • Epilogue AvenueToLearn materials: Chapters from Enrique Salmon’s book <i>Eating the Landscape</i> : Chapter 4
Week 13 Class Dec. 5 Tutorial None	<u>MAKING MEDICINE</u> <u>CELEBRATION</u> Plant growing log due Term Paper/Digital Story due Dec. 7	No reading this week!

Community Service Learning (15%) (Record due Nov. 28th)

Students will engage in community service learning by working with local knowledge keepers. This may involve participating in a community work bee at Mississaugas of the Credit or Six Nations on the land, or possibly working in the medicine garden at the Indigenous Studies Garden. Students must have their hours documented and signed by individuals who are supervising this work. Marks will be assigned according to the number of hours student complete (up to twenty hours). Travel time to the 2 First Nations can be included. The two events of the Terrylynn Brant Planting, Six Nations, September 23, 24th and the Fall Harvest of the Mississaugas of the Credit on Oct. 22nd can be included.

Classroom Discussion Leadership and Medicine presentation. (15%) (Due Weekly before presentation)

Students will be responsible for facilitating a short class discussion based on the readings. Each student will bring discussion questions to the class related to the readings they have chosen, along with a medicine and a short teaching about the medicine to offer to the class bundle. Presentations will be 30 minutes to 45 minutes. Handout to be included.

Mid-Term Paper (10%) (Oct. 17)

Write a five to seven page paper on any element of Indigenous environmental knowledge covered in the course. The paper must include five to six academic references that are not included in the course literature. (Students may alternatively choose to develop a teaching unit - see instructor).

Reflection papers (20%) (A week after the class you have chosen)

Students will choose one article to reflect on and hand in the week after discussed in class. Students will have 4 opportunities to choose 4 articles each worth 5% for a total of 20% over the term. These will be a maximum of 2 pages to validate understanding and engagement with the readings.

Growing a Plant and Sharing (10%) (Log due Dec. 5)

Students will grow and develop a relationship with one plant throughout the duration of the course. They will keep a log about it and speak about the experience before handing the log in during the last class of Celebration.

Term Paper OR Digital Story (30%) (due December 7)

Students may choose one of the following options:

- 1.) Write a ten to twelve page paper on any element of Indigenous environmental knowledge covered in the course. The paper must include eight to ten academic references that are not included in the course literature. (Students may alternatively choose to develop a teaching unit - see instructor).
- 2.) Create a three minute-digital story related to the subject material of the course. This must be accompanied by a critical reflection paper (600 words) that comments on the learning experience of this assignment, both in terms of the content of the digital story and the process of making it. Attention should be paid to insights gained in the process as well as the challenges and ethical issues encountered and how they were addressed. How has this experience been different from an academic writing assignment?

The student must receive approval from the instructor for the subject matter of their final assignment by October 30. This can be done by sending a description of the topic through email.

- NOTE 4: Lap tops and electronic devices. Please Turn off all handheld electronic devices in class and refrain from using cellphones and social networking tools during class time. Where necessary, lap tops may be used for taking notes, although I would prefer that students simply listen. This is conducive to Indigenous pedagogy and is in keeping with evidence that electronic devices can hinder the quality of learning.

WHEN GUEST LECTURERS ARE PRESENT, all electronic devices must be put aside, out of respect and in keeping with Indigenous pedagogical protocols.

Submission of Assignments

All assignments can be submitted via the Avenue to Learn dropbox associated with the assignment

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

2% per day will be deducted for all late assignments

Absences, Missed Work, Illness

Medical documentation will be needed for all extensions on major assignments. Example, annotated bibliography, final paper, or final exam

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, user names 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

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. **It is your responsibility to understand what constitutes academic dishonesty.**

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. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

<https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity/Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. Avenue to Learn, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity

Course with an Online Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn, 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, user names 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 Academic Accommodation of Students with Disabilities

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

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.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to 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, Avenue to Learn and/or McMaster email.

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.

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.