

Introduction to Indigenous Studies

INDG 200 - fall 2020



Course details

Schedule: WF 01:05 pm-02:25 pm

Classroom: STBIO N2/2

Professor: Yann Allard-Tremblay
yann.allard-tremblay@mcgill.ca

TAs: TBD

Office hours: Wednesday 02:30 pm-03:30 pm by appointment.

Office location: Ferrier 464 – I will be working remotely due to the pandemic.

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather. L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.

TA information: TBD

Name

E-mail

Telephone number for
office appointments

Office hours for students

Office location

Official course description:

Indigenous Studies: The focus is on Indigenous experience in Canada, but encourages comparative approaches. Introduction to the social, political, economic and cultural dimensions of Indigenous life in Canada.

Expanded course description:

This course aims to introduce the students to significant topics for Indigenous studies with a specific focus on the lands claimed by Canada. It addresses three questions in a broad, synthetic and partial—since introductory—manner: (1) Who is talking to us; (2) What are the relevant contexts; (3) What is the position of Indigenous studies and what are our roles as students of Indigenous studies? This course aims to raise some fundamental questions; clarify key concepts; cover key social; political, legal, economic and historical notions; and open up reflections on methodological and epistemological considerations related to the discipline; so as to provide a solid foundation for further engagement in Indigenous studies.

More specifically, the course will introduce the students to questions related to Indigenous identities, ontologies and epistemologies. It will discuss the significance of settler colonialism and the various social, political, legal and economic ways, including a gendered perspective, in which it has

manifested itself and still manifests itself. The course will also highlight the significance of focusing on Indigenous agency and perspectives and thus to center Indigenous resurgence, revitalization, resistance and activism. Finally, the course will focus on Indigenous studies themselves and our role as participants and students in this discipline and the significance of the concepts of decolonization and Indigenization in the pursuit of scholarly work.

Caveat: As an introductory course, it is not possible to cover all relevant topics and it is not possible to engage with the full complexity and diversity of Indigenous voices whether in Canada or globally. Even though we are speaking about Indigenous peoples, we should always remember the complexity and diversity masked by this unique term. It is then essential to always pay attention to missing and excluded voices. In the context of this course, though I seek to make space for Métis and Inuit perspectives, I have to recognize how the focus is primarily on First Nation peoples. There are overlaps but there are also specificities that should not be forgotten and that, in your future engagement in Indigenous studies, would need to be further appreciated. This similarly applies to Indigeneity at a global level.

Learning Outcomes

The objective of this course is to provide the students with a multidisciplinary foundation to approach contemporary Indigenous realities with an informed and critical perspective. It also aims to prepare the students for further engagement with Indigenous studies. By the end of the course:

- The students will have acquired a better understanding of Indigenous perspectives on identity, ontology and epistemology.
- The students will have acquired a broad understanding of the political, legal, social and economic contexts relevant to Indigeneity in Canada.
- The students will have acquired a broad understanding of the dynamics, ideologies and policies of settler colonialism.
- The students will have acquired a broad understanding of ways in which Indigenous peoples enact their peoplehood, resist settler colonialism and transcend it.
- The students will have acquired a broad understanding of the position of Indigenous studies as a discipline and of their role as students within this discipline.
- The students will develop their abilities to write.
- The students will develop their synthetical, analytical and critical thinking.

Instructional Method and course format:

This course has been prepared for remote delivery.

- Each week, PowerPoint files will be uploaded on MyCourses.
- Each week, a number of 10-15 minutes podcasts/recordings will be uploaded to accompany the PowerPoints. To facilitate access, the PowerPoints and audio files will be uploaded separately, but are meant to be consulted together.
- Students will be assigned to one of four groups. Each week, Zoom sessions of 30 minutes will be held during course hours with each of the four groups to facilitate discussions, answer questions and clarify the material. TAs may lead some of these sessions.
 - Students who cannot participate in these Zoom sessions will have the opportunity to use the online forums to engage in discussions and ask questions.
 - All students may and should use the online forums to engage in discussions and ask questions.
- All assignments will have to be completed at home and submitted online. Evaluation and participation points are explained and specified below.

- Students will be asked to provide the instructor with feedback through a mid-course evaluation.

Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

General guidelines and expectations:

- This should be an inclusive and welcoming learning environment.
 - All questions, posts and interventions should be respectful, thoughtful and care about the other students in the course.
 - This course addresses some difficult topics that may upset you or that may trigger some painful memories.
 - I cannot know in advance what will be a trigger for someone, but I can already note that there are texts and videos discussing racism, residential schools and violence, notably against women. Do not feel obliged to engage with triggering material. Send a message to the professor, the TA or have a someone you trust message them if you are uncomfortable and we will make an alternative content arrangement.
 - You can reach out for help.
 - You can take time to process something.
 - You can speak or write about it if needed.
 - This course may unsettle some held assumptions, oppose some strongly held views, and you may sometimes feel challenged.
 - Respectful disagreement should be presented in a manner appropriate to intellectual inquiry, in a manner that respects all those involved and at the appropriate time.
 - You can reach out to discuss some issues further.
 - You can take time to process something.
 - You should engage with other students, whose experience may be different, with care.
- Since this is a course in remote delivery, students should expect to read more texts.
- To facilitate continuous engagement with the course, students are asked, as explained below, to keep track of what they learn and to report on it on MyCourses.
- It is part of the students' responsibilities to ensure that sessions with the Professor or the TAs are active: they need to prepare questions and/or identify issues that should to be clarified during the weekly group meetings. Students will be required to submit at least one question or identified issue to clarify on MyCourses before the weekly sessions.
- As a course in remote delivery, videos and films are often used. Those are essential elements of the course material. Students are required to watch them.
- Guest speakers will be invited, and the sessions will most likely take the form of a webinar. Students are expected to attend those sessions, which will be held during normal course hours. For those students who cannot attend, permission will be asked to the guest speakers to record the sessions and to make them available online.
- Email policy: I respond to emails usually within 24 hours. If you email me very late at night or during a holiday, I will most probably not respond until the next working day.

Course material:

- Most texts are available online and need to be accessed through the university proxy. Familiarize yourself on how to access library resources remotely.
 - Workshops on how to access library resources prepared by the McGill Library will be posted on MyCourses.
- A course pack has been prepared for this course and should be available for online access.

Evaluation:

All assignments are due on MyCourses. No paper copies will be accepted.

Check out the *FAQs for students using myCourses: Assignments*: https://mcgill.service-now.com/itportal?id=kb_article&sys_id=4aaf9d2fdb2fbf403e9b9696db961997

Texts must be written in Arial or Times New Roman. 12 points. Double-spaced.

Include footnotes in the word count. Exclude the bibliography from the word count.

Use the Chicago style for formatting the bibliography. Indicate references with the author-date method, e.g.: (Allard-Tremblay 2020, p. 1).

See: <https://libraryguides.mcgill.ca/citation/styles>

I strongly advise using Zotero to manage your sources and references: <https://www.zotero.org/>

See: <https://libraryguides.mcgill.ca/citation/zotero>

Directives and grading criteria for each assignment will be provided separately.

- Final grades will not be rounded up or down, following the grading scale used. See the document *Assignments and grading criteria for INDG 200*.
- You cannot complete other assignments to increase your grade.

1. Participation: 10% (pass or fail - you get all the points or none)

- You have downloaded all the PowerPoints and all the podcasts - this will be tracked on MyCourses.
- You have submitted, on MyCourses, at least 8 valid questions or issues to be clarified for 8 different topics. You can submit a maximum of 2 questions per topic (note: you are not expected to submit anything for the first 2 weeks but you can). Participation in the Zoom session does not replace submitting the questions on MyCourses.
 - **Questions need to be submitted on the Tuesday of each week, starting on Tuesday the 15th of September 2020.**

2. Learning journal: 15% (pass or fail - each entry is worth 1.364%)

- Each week, you need to keep track of your learning: post a 200 words statement specifying what you learned from the material for each given topic.
 - See *Assignments and grading criteria for INDG 200* for detail.
 - **Statements are due the FRIDAY of each week, starting on Friday the 18th of September 2020.**

3. Situating yourself as a student of Indigenous studies. 20%. Week 8.

- Following the course on 'What is Eurocentrism? How can we situate Indigenous studies and how should we understand our positions within Indigenous studies?' provide a 1000 words statement situating yourself within Indigenous studies.
 - Topics to be covered in your statement will be released on Week 6.
 - See *Assignments and grading criteria for INDG 200* for the detail.
 - **Statement is due on Friday October 23rd, 2020.**

4. Indigenous representation assignment. 25%. Week 11.

- In this assignment, you are asked to identify and analyse a visual representation of Indigenous peoples in light of the following concepts: settler colonialism, racism, and visual sovereignty. Submit a 1250 words long description and analysis.
 - See *Assignments and grading criteria for INDG 200* for the directives.
 - **Assignment due on Friday November 13th, 2020.**

5. Synthetic essay assignment. 30%. Week 13.

- Submit a 2000-2200 words essay, explaining how indigenous identities, world views and epistemologies, settler colonialism, indigenous resistance and resurgence relate. Use the movies *Kanehsatake : 270 years of resistance* and *Invasion* and either *Awake* or *Angry Inuk* to exemplify and support your claims.
 - Submit a 1000 words partial draft on week 6. If you do not submit this draft, 10 points will be deducted from your final assignment.
 - See *Assignments and grading criteria for INDG 200* for the detail.
 - **Submit the final essay on Monday December 7th, 2020.**

Policy for late assignments:

Each student is awarded 2 days that they can use at their discretion throughout the term to submit an assignment after the expected due date. You only need to email the professor before the submission date to request the extension, without questions asked. You can use your 2 days for different assignments or cumulatively for the same assignment. Other extensions need to be asked in advance and supported with valid and strong enough reasons (illness, family emergency, etc.).

Late assignments will be penalized by a half-letter grade per day (after 1 day, A will become A-; after 2 days, A will become B+, and so on). Late assignments are considered late no matter how shortly after the deadline they were handed in.

Language of Submission:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Academic Integrity:

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures" (see [McGill's guide to academic honesty](#) for more information). (Approved by Senate on 29 January 2003)

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite

de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#)).

If you feel unable to complete an assignment, reach out for help instead of seeing plagiarism as a solution.

Disability and accessibility:

The Office for Students With Disabilities (<https://www.mcgill.ca/osd/>) works with students who have documented disabilities, mental health issues, chronic health conditions, or other impairments. Students with any accessibility considerations are advised to communicate with the instructor and contact the OSD for information regarding its services and resources.

Other student resources:

- For all physical and mental health services there is the new Student Wellness Hub (<https://www.mcgill.ca/wellness-hub/>).
- If you or someone close to you has been impacted by sexual violence, the Office for Sexual Violence Response, Support and Education (OSVRSE) (<https://mcgill.ca/osvrse/>) is here to help, offering services like drop-in hours, connection to resources, and reporting support.
- Scholarships and Student Aid (<https://www.mcgill.ca/studentaid/>) will help you find all the resources and advice you need to help pay for university, from step-by-step guides on how to apply for funding to information on how to budget effectively.
- First Peoples' House (<https://www.mcgill.ca/fph/>) supports McGill Indigenous students by providing a series of academic, community, and cultural based supports.
- McGill's Indigenous Studies librarians can support you in navigating and accessing information and resources relevant to the field of Indigenous Studies. Contact Nikki Tummon (nikki.tummon@mcgill.ca).

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009

Course calendar

Pandemic notice: this course is designed to withstand some disruption that could be caused by Covid19. In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Required readings are indicated in green.

Suggested readings and movies in purple.

Videos to watch.

Assignments are indicated in red.

Week 1: Understanding this course and getting started

Module 1: Overview of the syllabus and introduction to the course

Module 2: Getting the names right

- [Syllabus](#)
- [Chelsea Vowel. 2016. Indigenous Writes: A Guide to First Nation, Métis & Inuit Issues in Canada. Winnipeg: Highwater Press. Chapters 1-2. <https://mcgill.on.worldcat.org/oclc/1035317932>](#)

Learning journal entry #1 (not mandatory)

Week 2: Who are Indigenous peoples?

Module 3: Stories and peoplehood

Module 4: Questions of identities

- Brian Maracle. 2010. "Contributor's note" and "The First Words" in Cardinal, T. *Our story: Aboriginal voices on Canada's past*. Toronto: Anchor Canada: pp. 13-31. <https://mcgill.on.worldcat.org/oclc/821221143>
- Moe Clark. 2014. "Oh Crow! Of Crow!" in *Lands of Trickster*. Montréal: Possibles Editions: 81-94.
- Dickason, Olive Patricia, and William Newbigging. 2019. *Indigenous Peoples Within Canada : A Concise History*. Fourth ed. Don Mills, Ontario, Canada: Oxford University Press: chapter 1 "Origin Stories" p. 1-18. <https://mcgill.on.worldcat.org/oclc/1035317962>
- James Frideres. 2008. "Aboriginal Identity in the Canadian Context". *The Canadian Journal of Native Studies* XXVIII, 2: 313-342. Read until The Revival of Aboriginal Identity, page 327 <https://proxy.library.mcgill.ca/login?url=https://search-proquest-com.proxy3.library.mcgill.ca/docview/218083937?accountid=12339>

Learning journal entry #2 (not mandatory)

Week 3: What characterize Western and Indigenous ontologies?

Module 5: Eurocentric worldviews

Module 6: Indigenous worldviews

- Leroy Little Bear. 2000. "Jagged worldviews colliding" in Marie Battiste (ed.), *Reclaiming Indigenous Voice and Vision*. Vancouver: UBC Press: Chapter 5, pp. 77-85. <https://mcgill.on.worldcat.org/oclc/43282269>
- John Mohawk and José Barreiro (ed.). 2010. *Thinking in Indian: A John Mohawk Reader*. Golden, Colorado: Fulcrum: pp. 3-13.
- Sioui, Georges E. 1992. *For an Amerindian Autohistory: An Essay on the Foundations of a Social Ethic*. Montréal, Que.: McGill-Queen's University Press: Chapter 2, pp. 8-19. <https://mcgill.on.worldcat.org/oclc/243587256>
- Oren Lyons on the Indigenous View of the World: <https://youtu.be/kbwSwUMNyPU>
- James (Sakej) Youngblood Henderson. 2000. "Ayukpachi: Empowering Aboriginal Thought" in Marie Battiste, (ed.), *Reclaiming Indigenous Voice and Vision*. Vancouver: University of Vancouver Press: <https://mcgill.on.worldcat.org/oclc/43282269>

Learning journal entry #3

Week 4: How do Indigenous ontologies and knowledges relate?

Module 7: Relationships and responsibilities

Module 8: Learning from the land

- Kimmerer, Robin Wall. 2013. *Braiding Sweetgrass*. Minneapolis: Milkweed Editions: pp. 176-201, 341-347, 128-140. <https://mcgill.on.worldcat.org/oclc/829743464>

- Leanne Betasamosake Simpson. 2014. "Land as pedagogy: Nishnaabeg intelligence and rebellious transformation". *Decolonization: Indigeneity, Education & Society*, Vol. 3, No. 3: pp. 1-25. <https://jps.library.utoronto.ca/index.php/des/article/view/22170/17985>
- Goeman, Mishuana. 2015. "Land as life: Unsettling the logics of containment" in Stephanie Nohelani Teves, Andrea Smith, and Michelle Raheja (eds), *Native Studies Keywords*. Tucson: University of Arizona Press: pp. 71-89. <https://mcgill.on.worldcat.org/oclc/907618380>

Further suggested readings:

- Jackie Price. 2008. "Living Inuit Governance in Nunavut". In Ed. Leanne Betasamosake Simpson. *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*. Winnipeg: ARP Books: pp. 127-138. <https://mcgill.on.worldcat.org/oclc/243916434>
- Asch, Michael, John Borrows and James Tully (eds). 2018. *Resurgence and Reconciliation: Indigenous-settler Relations and Earth Teachings*. Toronto: University of Toronto Press.

Learning journal entry #4

Week 5: How is indigeneity related to settler colonialism?

Module 9: Settler colonialism as a structure

Module 10: Ideologies of oppression: race, progress and exploitation

Trigger warning: explicit vocabulary and graphic descriptions.

- Wolfe, Patrick. 2016. *Traces of history: Elementary structures of race*. London: Verso. Introduction. <https://books.google.ca/books?id=sOKVBQAAQBAJ&lpg=PP1&hl=fr&pg=PT7#v=onepage&q&f=false>
- Emma LaRocque. 2010. *When the other is me: Native resistance discourse, 1850-1990*. Winnipeg: University of Manitoba Press: Chapter 2: Dehumanization in Text, pp. 37-58. <https://mcgill.on.worldcat.org/oclc/836874581>
- Patrick Wolfe. 2006. "Settler colonialism and the elimination of the native", *Journal of Genocide Research*, 8:4, 387-409, DOI: [10.1080/14623520601056240](https://doi.org/10.1080/14623520601056240)

Learning journal entry #5

Week 6: What is Eurocentrism? How can we situate Indigenous studies and how should we understand our positions within Indigenous studies?

Module 11: Eurocentric knowledges and Indigenous Studies: objectivity, neutrality and research as resistance

Module 12: Situating ourselves

- Emma LaRocque. 2015. "'Resist No Longer' Reflections on Resistance Writing and Teaching" in ed. Elaine Coburn. *More Will Sing Their Way to Freedom; Indigenous Resistance and Resurgence*. Winnipeg: Fernwood Publishing: Pp. 5-23.
- Kovach, Margaret. 2009. *Indigenous Methodologies: Characteristics, Conversations and Contexts*. Toronto: University of Toronto Press: Chapter 6: Situating Self, Culture, and Purpose in Indigenous Inquiry, pp. 109-120. <https://mcgill.on.worldcat.org/oclc/875280091>

- Ruth Koleszar-Green. 2018. "What is a Guest? What is a Settler?" *Cultural and Pedagogical Inquiry*, Fall 2018, 10(2): pp.166-177.
<https://journals.library.ualberta.ca/cpi/index.php/cpi/article/view/29452/21463>
- Kimmerer, Robin Wall. 2013. *Braiding Sweetgrass*. Minneapolis: Milkweed Editions: Mishkos Kenomagwen: The Teachings of Grass, pp. 156-166.
<https://mcgill.on.worldcat.org/oclc/829743464>
- Rebecca Thomas. *Etuptmumk: Two-Eyed Seeing*. TEDxNSCCWaterfront.
<https://youtu.be/bA9EwcFbVfg>

Further suggested readings:

- Smith, Linda Tuhiwai. 2012. *Decolonizing Methodologies : Research and Indigenous Peoples*. Second ed. London: Zed Books. <https://mcgill.on.worldcat.org/oclc/805707083>
- Battiste, Marie and James Youngblood Henderson. 2000. *Protecting Indigenous Knowledge and Heritage : a Global Challenge*. Saskatoon: Purich.
<https://mcgill.on.worldcat.org/oclc/43710624>

Learning journal entry #6

Week 7: How does settler colonialism manifests itself in the Canadian context? (1)

Module 13: The claimed sovereignty of the state, policies of assimilation and extermination

Module 14: The Indian Act

- Truth and Reconciliation Commission of Canada. 2015. *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. Chapter: The history, pp. 37-133.
http://www.trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf
- Chelsea Vowel. 2016. *Indigenous Writes; A Guide to First Nation, Métis & Inuit Issues in Canada*. Winnipeg: Highwater Press. Chapters 3-5, 22, 20-21.
<https://mcgill.on.worldcat.org/oclc/1035317932>
- The Indian Act Explained: <https://youtu.be/OhBrq7Ez-rQ>
- Joseph, Bob. 2018. *21 Things You May Not Know About the Indian Act : Helping Canadians Make Reconciliation with Indigenous Peoples a Reality*. Los Gatos: Smashwords Edition.
<https://mcgill.on.worldcat.org/oclc/1034986351>
- Bonita Lawrence. 2003. "Gender, Race, and the Regulation of Native Identity in Canada and the United States: An Overview" *Hypatia* Volume 18, Number 2: pp. 3-31.
<https://onlinelibrary.wiley.com/doi/full/10.1111/j.1527-2001.2003.tb00799.x>

Learning journal entry #7

Week 8: How does settler colonialism manifests itself in the Canadian context? (2)

Module 15: Invisibilisation and authenticity

Module 16: Systemic racism and discrimination

- Paul Chaat Smith. 2009. *Everything you know about Indians is wrong*. Minneapolis: University of Minnesota Press: pp. 9-27. <https://mcgill.on.worldcat.org/oclc/277201109>

- Chelsea Vowel. 2016. *Indigenous Writes; A Guide to First Nation, Métis & Inuit Issues in Canada*. Winnipeg: Highwater Press. Chap 7-8, 13-19. <https://mcgill.on.worldcat.org/oclc/1035317932>
- Commission d'enquête sur les relations entre les Autochtones et certains services publics. 2019. *Summary Report*. Section 2.1 pp. 11-15. https://www.cerp.gouv.qc.ca/fileadmin/Fichiers_clients/Rapport/Summary_report.pdf

Suggested movies:

- Richard Desjardins and Robert Monderie. 2012. *The Invisible Nation*. Montreal: National Film Board of Canada. <https://mcgill.on.worldcat.org/oclc/820118466>
- Tasha Hubbard. 2004. *Two Worlds Colliding*. Montréal: National Film Board of Canada, 2011. <https://mcgill.on.worldcat.org/oclc/790210176>

Learning journal entry #8

Situating yourself as a student of Indigenous studies

Week 9: **How do Indigenous peoples enact their sovereignty and self-determination? (1)**

Module 17: Resilience, resurgence and revitalization

Module 18: Visual sovereignty

- Jeff Corntassel. 2012. "Re-envisioning resurgence: Indigenous pathways to decolonization and sustainable self-determination". *Decolonization: Indigeneity, Education & Society* 1(1): pp. 86-101. <https://jps.library.utoronto.ca/index.php/des/article/view/18627/15550>
- Jennifer Adese. 2015. "Behaving unexpectedly in expected places; first nations artists and the embodiment of visual sovereignty". In ed. Elaine Coburn. *More Will Sing Their Way to Freedom; Indigenous Resistance and Resurgence*. Winnipeg: Fernwood Publishing. pp. 129-149
- Biko, Steve. 2007. "Black Consciousness and the quest for a true humanity" in D. Accone, Z. Cindi, S. Cooper, D. Innes, J. Jansen, B. Mafuna, et al., *We Write What We Like: Celebrating Steve Biko*. Johannesburg: Wits University Press: pp. 151-164. <https://mcgill.on.worldcat.org/oclc/608545027>
- Michelle H. Raheja. 2015. "Visual Sovereignty" in Stephanie Nohelani Teves, Andrea Smith, and Michelle Raheja (eds), *Native Studies Keywords*. Tucson: University of Arizona Press: pp. 25-34. <https://mcgill.on.worldcat.org/oclc/907618380>
- Jeff Corntassel et. al. 2018. *Everyday Acts of Resurgence: People, Places, Practices*. Olympia: Daykeeper Press.

Further suggested readings:

- Laura Hall. 2008. "The Environment of Indigenous Economies: Honouring the Three Sisters and Recentring Haudenosaunee Ways of Life." In Ed. Leanne Betasamosake Simpson. *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*. Winnipeg: ARP Books: pp 149-160. <https://mcgill.on.worldcat.org/oclc/243916434>
- Brock Pitawanakwat. 2008. "Bimaadziwin Oodenaag: A Pathway to Urban Nishnaabe Resurgence". In Ed. Leanne Betasamosake Simpson. *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*. Winnipeg: ARP Books: pp. 161-173. <https://mcgill.on.worldcat.org/oclc/243916434>
- Alfred, T. G. R. and Corntassel, J. 2005. "Being Indigenous: Resurgences against Contemporary Colonialism". *Government and Opposition* 40 (4), 597-614. <https://onlinelibrary.wiley.com/doi/10.1111/j.1477-7053.2005.00166.x>

Learning journal entry #9

Week 10: How is a gender lens essential to decolonization and how to take more account of Indigenous feminism?

Module 19: Gender discrimination

Module 20: Indigenous feminism

- Green, Joyce. 2017. "Taking More Account of Indigenous Feminism." In Joyce Green (ed.), *Making Space for Indigenous Feminism*. Halifax and Winnipeg: Fernwood Press: pp. 1-20. <https://mcgill.on.worldcat.org/oclc/987578739>
- Shelbi Nahwilet Meissner and Kyle Whyte. 2018. "Theorizing Indigeneity, Gender, and Settler Colonialism" in Taylor, Paul C, Linda Alcoff, and Luvell Anderson, eds. *The Routledge Companion to Philosophy of Race*. New York: Routledge: pp. 152-167. <https://mcgill.on.worldcat.org/oclc/1004973227>
- Reclaiming Power and Place: Executive Summary of the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls. 2019. Pp. 1-8, 9-52. https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Executive_Summary.pdf

Further suggested readings:

- Ladner, Kiera L. 2008. "Gendering Decolonization, Decolonizing Gender." *Australian Indigenous Law Review* 13(1): 62-77. <https://heinonline.org/HOL/P?h=hein.journals/austindlr13&i=72&a=eW9ya3UuY2E>
- Anderson, Kim, Maria Campbell, and Christi Belcourt, eds. 2018. *Keetsahnak: Our Missing and Murdered Indigenous Sisters*. Edmonton: University of Alberta Press. <https://mcgill.on.worldcat.org/oclc/1039402850>
- Kim Anderson. 2000. *A Recognition of Being: Reconstructing Native Womanhood*. Toronto: Sumach Press. <https://mcgill.on.worldcat.org/oclc/953023548>
- Innes, Robert Alexander, and Kim Anderson. 2015. *Indigenous Men and Masculinities : Legacies, Identities, Regeneration*. Winnipeg: University of Manitoba Press. <https://mcgill.on.worldcat.org/oclc/939262010>
- Maracle, Lee. 1996. *I Am Woman : A Native Perspective on Sociology and Feminism*. Vancouver, British Columbia: Press Gang. <https://mcgill.on.worldcat.org/oclc/35283652>
- Monture, Patricia A, and Mary Ellen Turpel. 1995. *Thunder in My Soul : A Mohawk Woman Speaks*. Halifax, Nova Scotia: Fernwood Publishing. <https://mcgill.on.worldcat.org/oclc/34480382>

Learning journal entry #10

Week 11 How do Indigenous peoples enact their sovereignty and self-determination? (2)

Module 21: Indigenous sovereignty and sui generis authority

Module 22: Indigenous resistance and activism: protecting not protesting

- Kelly Aguirre. 2015. "Telling Stories; Idle no more, indigenous resurgence and political theory". In ed. Elaine Coburn. *More Will Sing Their Way to Freedom; Indigenous Resistance and Resurgence*. Winnipeg: Fernwood Publishing: pp 184-207. <https://mcgill.on.worldcat.org/oclc/909975247>

- Jacob Ostaman (Kitchenuhmaykoosib Inninuwauq) and Leanne Betasamosake Simpson. 2010. ““We’re Protecting, not protesting”” in eds. Leanne Betasamosake Simpson and Kiera L. Ladner. *This is an Honour Song; Twenty Years since the Blockades*. Winnipeg: ARP books. p. 223-227. <https://mcgill.on.worldcat.org/oclc/541668348>
- Paula Sherman and Leanne Betasamosake Simpson. 2010. “Protecting our Lands” in eds. Leanne Betasamosake Simpson and Kiera L. Ladner. *This is an Honour Song; Twenty Years since the Blockades*. Winnipeg: ARP books. 229-234
- Glen Coulthard. 2014. “#Idlenomore in Historical Context” in Kino-nda-niimi Collective,. *The winter we danced: Voices from the past, the future, and the Idle No More movement*. Winnipeg : ARP Books. 32-37
- Hayden King. 2014. “Ghosts of Indigenous Activism Past, Present, Future: #IdleNoMore’s Transformative Potential” in Kino-nda-niimi Collective,. *The winter we danced: Voices from the past, the future, and the Idle No More movement*. Winnipeg : ARP Books. p. 79-81, 83
- Jessica Gordon and The Founders of Idle No More. 2014. “The Idle No More Manifesto” in Kino-nda-niimi Collective,. *The winter we danced: Voices from the past, the future, and the Idle No More movement*. Winnipeg : ARP Books. p. 71, 73
- Nick Estes. 2019. *Our History is the Future; Standing Rock versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance*. London: Verso: 1-65. <https://mcgill.on.worldcat.org/oclc/1044540762>

Learning journal entry #11

Indigenous representation assignment.

Week 12: Films of resistance, activism and resurgence:

Module 23: From Oka and the Unist’ot’en Camp

Module 24: Standing Rock or Angry Inuk

- *Kanehsatake : 270 years of resistance* <https://mcgill.on.worldcat.org/oclc/587279248>
 - *Invasion*: <https://unistoten.camp/media/invasion/>
- And either:**
1. *Awake: A Dream for Standing Rock*. <http://awakethefilm.org/watch.php>
- OR
2. *Angry Inuk* <https://mcgill.on.worldcat.org/oclc/981114036>
- Richard J.F. Day. 2010. “Angry Indians, Settler Guilt, and the Challenges of Decolonization and Resurgence” in eds. Leanne Betasamosake Simpson and Kiera L. Ladner. *This is an Honour Song; Twenty Years since the Blockades*. Winnipeg: ARP books. p. 261-269
 - Listen: The Dig podcast, June 29, 2019: Our History Is the Future with Nick Estes. <https://www.thedigradio.com/podcast/our-history-is-the-future-with-nick-estes/>

Learning journal entry #12

Week 13: How to decolonize political relationships?

Module 25: Sovereignty, treaties and treaty relationships

Module 26: The UNDRIP

- Chelsea Vowel. 2016. *Indigenous Writes; A Guide to First Nation, Métis & Inuit Issues in Canada*. Winnipeg: Highwater Press. Chap 26-27, 28. <https://mcgill.on.worldcat.org/oclc/1035317932>

- Michael Asch. 2014. *On Being Here to Stay: treaties and Aboriginal rights in Canada*. Toronto: University of Toronto Press. Chapter 2 and 5, pp. 10-33, 73-99.
<https://mcgill.on.worldcat.org/oclc/871544947>
- United Nations Declaration on the Rights of Indigenous Peoples:
https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

Learning journal entry #13
Synthetic essay assignment