

Instructor: Dr. Jeji Varghese

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Calendar Description: *This seminar-based course is designed to provide students with an opportunity to explore contemporary Indigenous-Settler relations in Canadian Society. Grounded in an exploration of worldviews and meaningful knowledge systems engagement, the course may explore governance, decolonisation, re-appropriation, reconciliation, etc. The specific content areas will vary depending on the instructor.*

*Prerequisite(s): 12.5 credits including 1 of (ANTH*2660-Contemporary Native Peoples of Canada, IDEV*2500-International Development Studies, SOAN*2290-Identities and Cultural Diversity or GEOG*2210 – Environment and Resources) and 1 of (SOAN*3070-Qualitative and Observational Methods or GEOG*2260-Applied Human Geography)*

Course Overview: This seminar-based course is designed to provide students with an opportunity to explore Indigenous-Settler relations within nature stewardship /natural resource governance in the Northern parts of Turtle Island, now known as Canada. In this course, we will draw on academic and non-academic sources to gain a better appreciation of the complexity of issues arising from engaging multiple knowledge systems. We will cover issues related to decolonization and engagement between worldviews/knowledge systems with respect to land and stewardship/governance of renewable (e.g., wildlife, water, forest) and non-renewable resources (e.g., oil, gas, metals, minerals) with an additional focus on land pedagogy opportunities (within and outside class time) as well as a community engaged learning digital media project (*Community partner: Conservation through Reconciliation Partnership*).

Pedagogical Approach: The seminar approach is intended to facilitate the development of critical thinking skills, facilitation skills and active engagement in learning. The format of seminars will include opportunities for both small and large group discussions to gain the substantive knowledge and process skills required to attain the course learning outcomes. The learning outcomes will be achieved through readings, multimedia sources, class discussions, class activities, guests, and written and oral work. To meet the outcomes noted below, students are expected to attend all classes, actively engage with assigned materials before class and discuss them as required, participate actively and thoughtfully in class activities, take meaningful notes, and treat each other with respect.

Learning Outcomes: By the end of the course, successful students will be able to:

1. Analyse natural resource governance/nature stewardship issues in Canada by exploring historical and contemporary Indigenous-Settler relations.
2. Describe the challenges and opportunities of braiding multiple knowledge systems in natural resource governance/nature stewardship.
3. Reflexively explore contributions to Indigenous-Settler relations, decolonization, and land reconciliation
4. Develop and refine effective communication skills and meaningful collaborative learning by participating in circles and the community engaged learning project.
5. Demonstrate mastery of critical thinking, effective notetaking, facilitation, and time management skills

Course Materials: Accessible via Library’s ARES Course Reserve System and through CourseLink, including the following book:

Asch, Michael; Borrows, John; Tully, James (eds). 2018. *Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings*. Toronto: University of Toronto Press. ISBN-13: 978-1487523275

Assessments¹:

<i>Course Elements</i>	<i>Relative Weight (%)</i>
1. Seminar Preparation and Participation	35
2. Circle Lead	15
3. Community Engaged Knowledge Mobilisation Digital Media Project	20
4. Cumulative Take-Home Assessment	<u>30</u>
Total	100

Please note that the course will be offered via face-to-face delivery². Some asynchronous material and activities will be available through CourseLink throughout the semester. Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

¹ Assessment elements and weight may change prior to the release of the official syllabus in January 2022.

² Given the seminar format of the course, seminars will not be recorded.