

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\*2400 Development, Social Justice and Human Rights, IDEV\*2500-International Development Studies, GEOG\*2210 – Environment and Resources or SOAN\*2290-Identities and Cultural Diversity) and 1 of (GEOG\*2260-Applied Human Geography, IDEV\*2100 Research in International Development, IES\*2010-Land-Based Teachings for Environmental Science and Practice, or SOAN\*3070- Qualitative and Observational Methods)”

**Course Overview:** This 0.5 credit 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, as well as possibly a community engaged learning (CEL) knowledge mobilization project.

**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 engaging multiple knowledge systems in nature stewardship/ natural resource governance.
3. Reflexively explore contributions to Indigenous-Settler relations, decolonization, and land reconciliation
4. Develop and refine effective communication skills using the ideas, connections, and extensions (ICE) framework and meaningful collaborative learning by participating in circles and the community engaged learning project.
5. Demonstrate mastery of critical thinking, effective notetaking, facilitation, time management and knowledge mobilisation skills

**Course Materials:** Will be accessible via Library’s ARES Course Reserve System and through CourseLink, including the following book:

Alfred, Taiaiake. 2023. It’s All About the Land: Collected Talks and Interviews on Indigenous Resurgence. Edited by Ann Rogers Foreword by Pamela Palmater. Toronto: University of Toronto Press.

**Assessments<sup>1</sup>:**

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

Please note that the course will be offered via face-to-face delivery. Synchronous components will be during the scheduled class time and asynchronous material and activities will be available through CourseLink throughout the semester.

<sup>1</sup> Assessment elements and weight may change prior to the release of the official syllabus in January 2025.