### Course Description

The course will explore the relationship between Aboriginal and non-Aboriginal peoples in Canada from the first arrival of Europeans to the present. This relationship has shaped and continues to influence historic and current understandings of environmental and resource management in a variety of ways. Emphasis will be placed on two major areas. First, the impacts of and Aboriginal responses to European-imposed systems of environmental and resource management will be explored. Second, approaches to developing effective working relationships with Aboriginal people will be examined. Specific topic areas include: Aboriginal worldview and environmental philosophy, Indigenous geographies, Indigenous planning, research ethics, Aboriginal political and community protocols, and traditional knowledge. Additional topics will be discussed based on student interest. Topics will be examined through a variety of instructional methods, including: lectures, guest speakers, audio-visual presentation, field trips, workshops and experiential learning.

### Evaluation Methods

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<th>Evaluation Method</th>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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<td>Class Assignments</td>
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**Class Participation**

This mark is not based solely on attendance; it includes participation in class exercises, workshops and discussions. Students are required from time to time to reflect formally and informally on a number of course-related topics (including those found in assigned readings). Students may be asked to lead a discussion on an article or book from the assigned readings.

**Written Assignments**

Students will be required to complete small assignments from time to time (e.g. peer reviews, article reviews) and share their findings in class. These assignments will form the basis of class
discussion. There will be 4 assignments worth 10% each (4 x 10%).

Major Presentation
Each student will be required to give a major presentation (30 minutes in length) and hold a subsequent question period on a topic of their choice. Suitable topics include those which are related to student research interests and which are relevant to material covered in the course. The presentation is worth 20% of the final grade. Presentations will be scheduled for November 11, 18 & 25th.

Major Paper
Each student will be required to prepare a 12-15 page research paper on a topic related to the course content. This paper is worth 20% of the final grade and is due December 8th, 2014.

Required Readings/Course Materials
- See course outline for list of additional readings. Most articles/documents can easily be obtained from UofT library system, others are internet based sources (open access journals). Students are responsible for acquiring the material on their own.
- On-Line videos/documentaries as assigned: http://www.cbc.ca/wildcanada/

Recommended Readings


Accessibility Needs
The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit http://studentlife.utoronto.ca/accessibility as soon as possible.

Academic Integrity
Plagiarism is an academic offense at the University of Toronto. Plagiarism is quoting (or paraphrasing) the work of an author (including the work of fellow students) without proper use of citation (and quotations marks when using an author’s words). Students also should not be submitting any academic work for which credit has previously been obtained or is being sought, without first discussing with the instructor. Please consult the “Rules and Regulations” section of
the Arts and Science Calendar
(http://www.artsandscience.utoronto.ca/ofr/calendar/Rules_&_Regulations.html) for further information and check the ‘How not to plagiarize’ website at:

Course Schedule

September 9th: Understanding Aboriginal Perspectives

*Discussion: The Territory That We Are On*

Course Introduction: Indigenous Peoples; Terminology; Demographics

*Class exercise- What is your relationship to nature/environment?*

September 16th: Aboriginal/Canadian Relations: Historical Perspectives

*Hunt, S. 2014. Ontologies of Indigeneity: the politics of embodying a concept*
*Cultural Geographies* 2014, 21: 27
DOI: 10.1177/1474474013500226


Royal Commission on Aboriginal Peoples. Highlights from the Report of the Royal Commission on Aboriginal Peoples: People to People Nation to Nation.

Royal Commission on Aboriginal Peoples, VOLUME 4 Perspectives and Realities Chapter 3 - Elders' Perspectives.

*Video: In Our Blood: An Oral History of the Georgian Bay Metis*

September 23rd: Aboriginal/Canadian Relations: Contemporary Perspective

http://www.attorneygeneral.jus.gov.on.ca/inquiries/ipperwash/index.html

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United Nations Declaration on the Rights of Indigenous Peoples.  


Video: Gifts From the Elders

**September 30th: Indigenous Geographies 1**

*Class Discussion: What is Indigenous Geography?*


*Review of Indigenous Geography or Indigenous Planning article/book due (10%)*

**October 7th: Indigenous Planning**

*Class Discussion: What is Indigenous Planning?*


Video: Water Journey

October 14: Current Context: Self Determination: Lands, Resources and Environment

Class Discussion: Supreme Court Decisions and Indigenous self Determination


Review of SCC Court Decisions relating to Lands and Resources Due (10%)

October 21st: Culture, Environment and Natural Resources


Bowie, R. (2013). Indigenous Self Governance and the Deployment of Knowledge in
Collaborative Environmental Management in Canada. *Journal of Canadian Studies* 47(1), 91-121


*Video: Magnetawan First Nation: Traditional Land Use Study*

**October 28th: Aboriginal Involvement in Environmental Governance: Duty to Consult and FPIC**

Class Discussion: Meeting UNDRIP Obligations


**November 4th: Land Rights and Governance: International Context**

Guest Speakers: Indigenous (Mayan) rights activist scholars from Belize

Class Discussion:

*Self-Government and Land Claims Assignment is Due (10%)*

**November 11th: Aboriginal Peoples and Research: Indigenous Research in Geography**

*Presentations Begin* 

Class Discussion:


Jimenez Estrada, V. The Tree of Life as a Research Methodology. Australian Journal of Indigenous Education 34: 44-52.

**November 18th: Negotiating Research Relationships**

*Presentations Continue*

**Class Discussion**


**November 25th: Future Directions and Wrap Up**

*Complete Student Presentations*

Class Discussion: Robin Kimmerer’s Braiding Sweetgrass

*Book Review Due (10%)*