

GGR321H1S Indigenous Worlds, Worldviews and the Environment
University of Toronto, Winter 2020
Wednesdays, 6-8pm
Sidney Smith Hall 2125

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Course Description

This course the diverse ways of understanding and responding to the world that emerge from indigenous cultures around the world, focusing on North America. In this course, we will examine how Indigenous ways of being and relating to their natural environment can help understand and address the current environmental crisis. Using examples from Canada and around the world, this course examines how colonial histories shape dispossession and marginalization and inform visions for the future. Topics include traditional ecological knowledge, place-based social movements, environmental concerns of indigenous peoples, bio-cultural restoration and decolonization of nature-human relations.

Evaluation and Key Dates

Evaluation Component	Due Date
Written Assignment 1 (25%): Analysis of the documentary film <i>Colonization Road</i> . 1800 words	Wednesday February 26 at 6PM via Quercus
Written Assignment 2 (25%): Analysis of the VR film <i>Biidaaban</i> . 1800 words	Wednesday April 1 at 6PM via Quercus
In-class participation and brief assignments (10%): You must complete at least 5 assignments; these assignments can only be completed in class	Ongoing
Final Exam (40%): Will cover the entire course, and will include both short answers and essay questions.	TBA (April 6-25)

Detailed instructions for all assignments will be provided in class and on Quercus. Late assignments will be penalized 5% per day.

You are expected to come to class regularly, and be prepared to discuss the readings. You will be asked to participate in a variety of brief in-class assignments, including brief written assignments and discussion activities.

Communication

If you have questions about class readings or assignments, you can reach me at heather.dorries@utoronto.ca. I will try to answer your questions within 48 hours. I am available during office hours, or by appointment, and am happy to talk to you in-person, on the phone, or via Skype. Please use this link to book appointments: <https://calendly.com/hdorries/15min>

Accessibility Services

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Religious Accommodation

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

Academic Integrity

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity> and <http://academicintegrity.utoronto.ca>

Reading List and Schedule

Lectures and course content are subject to change with the availability of guest speakers and other resources. Any changes and updates of course events or readings will be announced in class and posted on Quercus.

All readings will be available through Quercus.

Week 1 (January 8)—Introduction

Week 2 (January 15)— Indigenous Worldviews

- Kimmerer, Robin Wall (2013). “Skywoman Falling” and “The Grammar of Animacy.” From *Braiding Sweetgrass*.
- Watts, Vanessa (2013). Indigenous place-thought and agency amongst humans and non humans (First Woman and Sky Woman go on a European world tour!). *Decolonization: Indigeneity, Education & Society*, 2(1).

Week 3 (January 22)—Environmental Diplomacy and Destruction

- Simpson, Leanne. (2008). Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg diplomatic and treaty relationships. *Wicazo Sa Review*, 23(2), 29-42.
- Mitchell, Audra. (2018). Revitalizing laws, (re)-making treaties, dismantling violence: Indigenous resurgence against ‘the sixth mass extinction’. *Social & Cultural Geography*, 1-16.

Week 4 (January 29)—Colonization

- Harris, Cole. (2004). How Did Colonialism Dispossess? Comments from an Edge of Empire. *Annals of the Association of American Geographers*, 94(1): 165-182.
- Lawrence, Bonita. (2003). Gender, race, and the regulation of Native identity in Canada and the United States: An overview. *Hypatia*, 18(2), 3-31.
- Film in Class: Colonization Road (45min)

Week 5 (February 5)—Gender, Environmental Violence, and Colonialism

- Simpson, Leanne Betasamosake. (2017). “The Attempted Dispossession of Kwe.” In *As We Have Always Done*. Minneapolis: University of Minnesota Press. pp. 39-54.
- Women’s Earth Alliance and Native Youth Sexual Health Network. (2016). *Violence on the Land, Violence on Our Bodies: Building an Indigenous Response to Environmental Violence*. Berkeley and Toronto: Women’s Earth Alliance and Native Youth Sexual Health Network.

Week 6 (February 12)— Indigenous Knowledge and Environmental Policy

- McGregor, Deborah. (2018). Mino-Mnaamodzawin: Achieving Indigenous Environmental Justice in Canada. *Environment and Society*, 9(1), 7-24.
- Pictou, S. M. (2015). Small 't' treaty Relationships Without Borders: Bear River First Nation, Clam Harvesters, the Bay of Fundy Marine Resource Centre and the World Forum of Fisher Peoples. *Anthropologica*, 457-467.
- Film in class: In Defense of Our Treaties (19 min)

(No Class February 20—Reading Week)

Week 7 (February 26)—Climate Change, Indigenous Politics, and Representation in the Arctic

- Huhndorf, Shari. (2003). Atanarjuat, the fast runner: Culture, history, and politics in Inuit media. *American Anthropologist*, 105(4), 822-825.
- Cameron, E. S. (2012). Securing Indigenous politics: A critique of the vulnerability and adaptation approach to the human dimensions of climate change in the Canadian Arctic. *Global environmental change*, 22(1), 103-114.
- Kunuk, Zacharias. Our Baffinland Atlas: <http://www.isuma.tv/our-baffinland-atlas>

Week 8 (March 4)—The Place of Resurgence

- Coulthard, Glen. (2010). Place against empire: Understanding Indigenous anti-colonialism. *Affinities: A Journal of Radical Theory, Culture, and Action*.
- Simpson, Leanne Betasamosake. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, 3(3).
- During this week you must also visit the MADLab in Gerstein Library to view the VR film *Biidaaban* by Lisa Jackson

Week 9 (March 11)—Climate Dystopias

- Whyte, Kyle Powys. (2018). Indigenous science (fiction) for the Anthropocene: Ancestral dystopias and fantasies of climate change crises. *Environment and Planning E: Nature and Space*, 1(1-2), 224-242.
- Simpson, Leanne. (2013). "Want." In *The Gift is in the Making*. Winnipeg: Highwater. Pp. 46-48.

Week 10 (March 18)—Resistance and Solidarities

- Dillon, Lindsey, & Sze, Julie. (2018). Equality in the Air We Breathe. In *Sustainability: Approaches to Environmental Justice and Social Power*, Julie Sze (Editor), 246-270. New York: NYU Press.
- Bruyneel, Kevin. (2019) Wake Work versus Work of Settler Memory: Modes of Solidarity in #NoDAPL, Black Lives Matter, and Anti-Trumpism. In *Standing with Standing Rock*. Nick Estes and Jaskiran Dhillon, Editors. Minneapolis: University of Minnesota Press.

Week 11 (March 25)—Decolonial Futures

- Daigle, Michelle, & Ramírez, Margaret M. (2019). Decolonial geographies. *Keywords in Radical Geography: Antipode at 50*, 78-84.
- Walia, H. (2012). Decolonizing together: Moving beyond a politics of solidarity toward a practice of decolonization. *Briarpatch*.
<https://briarpatchmagazine.com/articles/view/decolonizing-together>

Week 12 (April 1)—Conclusion and Review