

**Summer Institute on
Literacy in Indigenous Content
For UM Faculty and Staff**

Institute Directors: Professor Cary Miller, and Niigaan Sinclair, Department of Native Studies
Office: 215 Isbister Hall (If we were open)
Office phone: 204 474 6720
Email: Cary.Miller@umanitoba.ca

Summer Institute Description:

This summer Institute is funded through an Indigenous Initiatives Grant sponsored by the Office VP Indigenous, the purpose of which is to meet TRC Call to Action #57 which calls upon provincial employees to learn the history of Indigenous peoples including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Indigenous rights, Indigenous law, and Indigenous-Crown relations through skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism. We also have sought to design this program to provide support to faculty who wish to infuse Indigenous content into their existing courses as is recommended in the University of Manitoba's current strategic plan through discussion of issues and approaches to teaching Indigenous content such as selecting sources, constructing a syllabus and discussing race in the classroom. We hope that Deans and unit supervisors will credit employees for attendance as part of their professional development.

Meeting Times and Format:

Participants will meet Tuesday mornings from 9 a.m. to 12 p.m. starting May 19th and ending July 21st (see schedule for more details). In the original institute, we followed the three hour seminar with a lunch, both to model Indigenous traditions of hospitality and to help the participants build community and relationship which we will discuss as a key part of Indigenous practice. We hope to be able to emulate this community building on line, but experience will tell if we are able to re-create that part of the learning experience in the online environment. We hope that those who sign up will be able to attend most sessions, but also observe that we will be offering this program several times over the next two to three years, so you will also be able to access most sessions next fall or spring.

Institute Objectives:

The aim of the Institute is to build capacity and expertise on our campus for delivering Indigenous content across our curriculum. Participants will explore the cultural and historical context, of Indigenous peoples in Manitoba and across Canada. They will also learn about and discuss Indigenous epistemologies and pedagogies and the way these align with and differ from standard Western understandings of knowledge, its acquisition and dissemination. Participants will also learn about different forms of racism at post-secondary institutions and anti-racist pedagogy, while also exploring the problems of white privilege and fragility as obstacles to reconciliation and decolonization in university settings. Hence, the Institute will not only facilitate faculty members' ability to identify and understand Indigenous content for incorporation into curriculum, it will also attune teaching staff to the many complicated and

sensitive issues related to such content and equip them to deal with situations that may emerge in the classroom as they discuss these topics with a diverse student population.

Forms of Participation in the Institute:

In order to ensure maximal flexibility for participants in the Institute, the following options are available:

- 1) Participants can attend single or multiple sessions, or they can attend all ten weeks; assessment options will reflect this flexibility. We found those who attended most of last year's sessions reported receiving the greatest benefit.
- 2) Participants can choose to use the Institute to increase their awareness and knowledge about Indigenous subjects and issues, work on introducing Indigenous content into existing courses, and/or work on new courses.

3) Assessment and Assignments:

Participants will be assessed in a number of ways to ensure that the Institute is meeting its stated objectives. For the optional assignments, the Institute Director and other faculty experts will be available to assist in evaluating and improving submissions.

- 1) Participants in all eight weeks will be asked to complete a Pre-Test and a Post-Test to assess prior knowledge and learning outcomes
- 2) All participants will be asked to submit journal entries recording their reflections on the readings and topics for the weeks they attend on UMLearn
- 3) Optional assignment – Design an Indigenous Content Module in an Existing Course: Participants may write a lecture or series of lectures or design a class exercise that introduces Indigenous content into an already existing course and have it assessed by Native Studies faculty
- 4) Optional assignment 2 – Annotated Bibliography: Participants will identify 7-10 sources that they would either assign or use as a reference for an Indigenous module or Indigenous Content Course and write a paragraph on each discussing the strengths and weaknesses of the text with regard to Indigenous content.
- 5) Optional assignment 3 – Course Syllabus: Participants may work to construct a full syllabus for a course. This would include a course description, learning goals and outcomes, schedule of topics, readings and assignments.

Required Texts: (additional readings will be distributed on UMLearn in advance of weekly meetings)

Anderson, Chris, *Metis: Race, Recognition, and the Struggle for Indigenous Peoplehood*
Vancouver: UBC Press, 2014.

Dickason and Newbigging. *Indigenous Peoples Within Canada: A Concise History, 4th ed.* Don Mills: Oxford University Press, 2019.

DiAngelo, Robin. *White Fragility: Why Its So Hard for White People to Talk about Racism.*
Boston: Beacon Press, 2018.

Cote-Meek, Sheila. *Colonized Classrooms: Racism, Trauma and Resistance in Post-Secondary Education.* Winnipeg: Fernwood Publishing, 2014.

Nappaaluk, Mitiarjuk. *Sanaaq.* Winnipeg: University of Manitoba Press, 2014.

- Joseph, Bob. *21 Things You May Not Know About the Indian Act: Helping Canadians Make Reconciliation with Indigenous Peoples a Reality*. Winnipeg: Indigenous Relations Press, 2018.
- Joseph, Bob. *Indigenous Relations: Insights, Tips & Suggestions to Make Reconciliation a Reality*. Winnipeg: Indigenous Relations Press, 2019.
- Wilson, Gilbert L. *Native American Gardening: Buffalobird-Woman's Guide to Traditional Methods*. New York: Dover Publications, Inc, 2005. This is a reprint of the original published as *Agriculture of the Hidatsa Indians* in 1917. Also published under the title *Buffalo Bird Woman's Garden*.

Schedule:

Week 1 – May 19. Manitoba Indigenous Epistemologies and Cultural Competency in the Classroom and in Research (Cary Miller, Camille Callison, Niigaan Sinclair)

Learning Outcomes:

Participants will learn about Indigenous world views and Indigenous ways of knowing and gain an understanding for how this shapes our scholarship, as well as how to appropriately and respectfully incorporate this information into classrooms.

Assignments and Assessment:

Evaluation of prior knowledge (pre-test), intake discussion about individual goals and reason for participating in the Institute, and journal entry

Readings:

- Miller, Cary. "Power in the Anishinaabeg World." In *Ogimaag: Anishinaabeg Leadership 1760-1845*. Lincoln: University of Nebraska Press, 2010. 21-63.
- Macpherson, Seonaigh. "Teachers' Collaborative Conversations About Culture: Negotiating Decision Making in Intercultural Teaching." *Journal of Teacher Education* 61, no. 3 (2010): 271-286.
- Babcock, Hope M. "[This] I know from my Grandfather: The Battle for Admissibility of Indigenous Oral History as Proof of Tribal Land Claims." *American Indian Law Review* 37, no.1 (2013): 19-61.
- McGregor, Deborah. "Coming Full Circle: Indigenous Knowledge, Environment, and Our Future." *American Indian Quarterly* 28, Special Issue: The Recovery of Indigenous Knowledge (2004): 385-410.
- Jentz, Paul. "An Empty Land: The Myth of the Wilderness." In *Seven Myths of Native American History*. Indianapolis: Hackett, 2018. 53-83.
- Cote-Meek, Shiela "From Colonized Classrooms to Transformative Change in the Academy: We Can and Must Do Better!" in Cote-Meek and Moke-Pickering ed. *Decolonizing and Indigenizing Education in Canada*. Toronto: Canadian Scholars Press, 2020. P. xi-xxiii.

Week 2 – May 26

Introduction to the Inuit (Christopher Trott) Introduction to Metis (David Parent)

Learning Outcomes:

Participants will learn about the histories and cultures of the Inuit and Metis communities in Canada generally as well as in Manitoba.

Readings:

- Ipellie, A. "The Colonization of the Arctic." In *Indigena: Contemporary Native Perspectives in Canadian Art*. G. McMaster and L.-A. Martin (eds.). Ottawa: Canadian Museum of Civilization, 1992. 39 -58.
- Kublu, A., et al. "Interviewing Inuit Elders." In *Interviewing Inuit Elders, Vol. 1*. F. Laugrand and J. Oosten (eds.). Iqaluit: Nunavut Arctic College, 1999. 1-12.
- Nappaaluk, Mitjarjuk, *Sanaaq*. Winnipeg: University of Manitoba Press, 2014.
- Anderson, Chris, *Metis: Race, Recognition, and the Struggle for Indigenous Peoplehood* (Vancouver: UBC Press, 2014)
- Toews, Owen "Commentary: Rooster Town World: Remapping the Suburbs" in *Aboriginal 90Policy Studies* vol. 8(2), 2020 p. 96-105

Week 3 – June 2

Indigenous History of Canada to 1867, (Cary Miller)

Learning Outcomes:

Faculty will learn Indigenous History to Confederation with particular attention to Indigenous agency and diplomatic sophistication.

Readings:

- Dickason and Newbigging, *Indigenous Peoples Within Canada: A Concise History, 4th ed.* Don Mills: Oxford University Press, 2019. xvii-182.
- Andersen, Chris. "Mixed: The History and Evolution of an Administrative Concept." In *"Métis": Race, Recognition, and the Struggle for Indigenous Peoplehood*. Vancouver: UBC Press, 2014. 26-58.

Week 4– June 9

Indigenous History of Canada from Confederation to the Present (Niigaan Sinclair)

Learning Outcomes:

Faculty will learn Indigenous History Confederation to the present with particular attention to Indigenous agency and the historical roots of contemporary issues.

Readings:

- Dickason and Newbigging. *Indigenous Peoples Within Canada: A Concise History, 4th ed.* Don Mills: Oxford University Press, 2019. 183-370.
- Joseph, Bob. *21 Things You May Not Know About the Indian Act: Helping Canadians Make Reconciliation with Indigenous Peoples a Reality*. Winnipeg: Indigenous Relations Press, 2018

"Arthur Manuel on 150 Years of Canadian Colonization" link at: <https://www.youtube.com/watch?v=Wx9p5yDhr8E>

"Indigenous Views of Canada 150" - TVO special, link at: <https://www.youtube.com/watch?v=NKycqfXIKOg>

Wilt, James "How Green Energy Has Hurt First Nations in the North" Vice Online, fall 2016 www.vice.com/en_ca/article/4w58mq/how-green-energy-has-hurt-first-nations-in-the-north
link: [How Green Energy Has Hurt First Nations in the North - VICE](#)

Week 5 – June 16 **Myths and Stereotypes Concerning Indigenous Peoples (Emma Larocque)**

Learning Outcomes:

Participants will learn to recognize the common stereotypes concerning Indigenous people in literature and in contemporary issues so as to avoid reinscribing them through their coursework.

Readings:

Francis, Daniel, *The Imaginary Indian* (Vancouver: Arsenal Pulp Press), 2012

Emma LaRocque, "When the Wild West Is Me: Re-viewing Cowboys and Indians," *Challenging Frontiers: The Canadian West* L. Felske and B. Rasporich, eds. (Calgary: University of Calgary Press, 2005) p. 136-154.

Emma LaRocque *When The Other Is Me: Native Resistance Discourse 1850-1990*. (Winnipeg: University of Manitoba Press, 2010). Chapters 2, 3 and Postscript (pp 161-170).

Week 6 – June 23 **Engaging in Research With Indigenous Communities (Warren Cariou and Niigaan Sinclair)**

Learning Outcomes:

Participants will learn how build relationships with Indigenous communities and define research priorities. Indigenous research methodologies and expectations will also be addressed.

Readings:

Kievit, Joyce Ann. "A Discussion of Scholarly Responsibilities to Indigenous Communities." *American Indian Quarterly* 27, Special Issue: Native Experiences in the Ivory Tower (Winter-Spring 2003): 3-45.

Cariou, Warren. "Tarhands: A Messy Manifesto." *Imaginations* 3:2 (2012). Available at: http://imagination.glenclon.yorku.ca/wp-content/uploads/2015/05/3.2_Pg_17-34_Cariou.pdf

Willie Ermine, "The Ethical Space of Engagement", *Indigenous Law Journal* 6, no. 1 (2007): 193--203. Available at: <https://tspace.library.utoronto.ca/bitstream/1807/17129/1/ILJ-6.1-Ermine.pdf>.

The essays "Transgressive Possibilities" (1-18), "Emerging from the Margins: Indigenous Methodologies" (19-36), "Putting Ourselves Forward: Location in Aboriginal Research" (97-126) and "Becoming an Anti-Oppressive Researcher (255-286) in Leslie Brown and Susan Strega, *Research as Resistance: Critical, Indigenous, and Anti- Oppressive*

Approaches. Canadian Scholars' Press/Women's Press, 2008. Available online at: <https://www.mobt3ath.com/uplode/book/book-61013.pdf>

Week 7 - June 30 Indigenous Entrepreneurship (Wanda Wuttunee and guest)

Learning Outcomes: Participants will learn about the impact and extent of Indigenous economic development in Manitoba and beyond.

Readings:

8th Fire, Whose land is it anyway? CBC (2012) <https://www.coursera.org/lecture/aboriginal-education/8th-fire-episode-3-whose-land-is-it-anyway-imwVY>

Atleo, C. (2015) Aboriginal Capitalism: Is Resistance Futile or Fertile?, *Journal of Aboriginal Economic Development*. Vol 9 No 2 p41-51 (attached)

Manitoba Keewatinowi Okimakanak, Southern Chiefs' Organization, Rural Development Institute, Brandon University (2018) *Indigenous Contributions to the Manitoba Economy Report* <https://www.brandonu.ca/rdi/projects/indigenous-economy/>

National Indigenous Economic Development Board (2019) *The Indigenous Economic Development Progress Report*.

Week 8 – July 7 Indigenous Agriculture and Settler Colonial Impacts on Food Sovereignty and Policy

Learning Outcomes: This session will discuss the extensive Indigenous practice of agriculture which is often overlooked and then move into the impact of Settler Colonialism on Indigenous food systems and nutrition.

Readings:

Whyte, Kyle P. 2017. "Food Sovereignty, Justice and Indigenous Peoples: An Essay on Settler Colonialism and Collective Continuance." In *Oxford Handbook on Food Ethics*, edited by A. Barnhill, T. Doggett, and A. Egan. Oxford University Press.

Mosby, Ian. 2013. "Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942-1952." *Social History* 46 (91): 145-172.

Burnett, Kristin, Travis Hay, and Lori Chambers. "Settling the Table: Northern Food Subsidy Programs and the (Re)Colonisation of Indigenous Bodies." *Critical Race and Whiteness Studies* 11 (1): 1-18.

Keller, Robert H. "America's Native Sweet: Chippewa Treaties and the Right to Harvest Maple Sugar." *American Indian Quarterly* Spring 1989 p. 117-135.

Sleeper-Smith, Susan "The Agrarian Village World of the Ohio Valley Indians" in *Indigenous Prosperity and American Conquest: Indian Women of the Ohio River Valley, 1690-1792*. Chapel Hill: University of North Carolina Press, 2018, p. 13-66.

Anderson, Virginia DeJohn, “King Philip’s Herds: Indians Colonists, and The Problem of Livestock in Early New England” *The William and Mart Quarterly*, Third Series, Vol. 51 (4) 1994 p. 601-624.

Wilson, Gilbert L. *Native American Gardening: Buffalobird-Woman’s Guide to Traditional Methods*. New York: Dover Publications, Inc, 2005. This is a reprint of the original published as *Agriculture of the Hidatsa Indians* in 1917.

Week 9 – July 14 Dealing with Racism and Fragility in the Classroom (Cary Miller)

Learning Outcomes:

Participants will learn how to recognize and respond to fragility in the classroom, as well as explore ways to mitigate structural as well as overt racism in class environments.

Readings:

DiAngelo, Robin. *White Fragility: Why Its So Hard for White People to Talk about Racism*. Boston: Beacon Press, 2018.

Knott, Helen. “The Case of Invisible Racism & Disappearing Patriarchy.” In *Surviving Canada: Indigenous Peoples Celebrate 150 Years of Betrayal*. Ladner and Tait ed. Winnipeg: ARP Books, 2017. 436-439.

Week 10 – July 21 Unpacking Colonial Privilege and Structural Racism in Campus Environments (Cary Miller) Indigenous Student Panel to Share Experiences and Barriers at the University of Manitoba

Learning Outcomes:

Participants will learn how to assess and understand their own privilege in a colonial society as well as recognize structural racism throughout the university that can impact the success of Indigenous faculty and students.

Readings:

Cote-Meek, Sheila. *Colonized Classrooms: Racism, Trauma and Resistance in Post-Secondary Education*. Winnipeg: Fernwood Publishing, 2014.

Gaudry, Adam and Danielle Lorenz. “Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for indigenizing the Canadian academy.” *AlterNative: An International Journal of Indigenous Peoples*, 14, no.3 (2018): 218-27.

Pidgeon, Michelle. “Moving Beyond Good Intentions: Indigenizing Higher Education in British Columbia Universities through Institutional Responsibility and Accountability.” *Journal of American Indian Education* 53, no 2 (2014): 7-28.