

GINS 4090
Global Indigenous Thinkers

Instructor: Dr. Paul McKenzie-Jones

TIME: W 11.35 -14.25

Office Hours: Dunton Tower Room 2121. Tues walk-in 10 am – 4 pm. Weds walk-in (10-10.45/2-4.30). Otherwise by appt.

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Often (though not often enough!), you’ll find a formal land acknowledgment at or near the beginning of a course outline. There is good reason to engage in such a practice, for considerations we will take up throughout this semester. There are also, however, reasons to be critical of such acknowledgments, as they often act as what Sara Ahmed calls “non performatives: said [or written or done] as a way of not doing something, ...as a way of obscuring what is not being done” (Living a Feminist Life, 2017, p. 207, emphasis added). Land acknowledgments are important, but do not go nearly far enough; instead, we must ask ourselves what we can and should do to address the underlying power structures and inequities that land acknowledgments ostensibly address. As this course focuses directly on Indigenous resistance to settler-colonial settlement and theft of Indigenous land we will throughout the course engage with interrogations of these power structures and inequities and to strategies aimed at addressing them.



It is vital within this course to recognize that events/issues which may seem like abstract historical events to some of us, have actual lived experiential repercussions for others. We must be mindful that this course deals with the legacy of historical and contemporary traumas for Indigenous peoples, many of whom will recognize yourself or be in the classroom around you. As such, it is imperative that we respect boundaries of information, knowledge, and emotion, when interacting with Indigenous lived experiences. What may seem an abstract concept to some of us is a lived reality to others. *It is also essential that we acknowledge and respect that Indigenous individuals constitute a wide variety of cultures, languages, lives, viewpoints, and experiences, and we will not expect any Indigenous student in this classroom to explain or be a spokesperson for “the Indigenous experience”*

beyond the same academic expectations of any other (Indigenous/non-Indigenous) students discussing the course content.

Course Description:

This course is concerned with providing an understanding of contemporary Indigenous worldviews across the world, informed by Indigenous thinkers, and framed by concerns, knowledges, and theories from Indigenous scholars, knowledge keepers, and intellectuals, past and present. How have/are Indigenous activists, artists, and scholars past and present pushed back against globalization; fought for climate change action; held genocide to account; resisted assimilation policies; asserted territorial sovereignty at/within/between international borders and settler states; advocated for self-determination; and denied resource extraction on their lands? Using essays, films, art, and other forms of creative and intellectual expression from selected Indigenous thinkers, students will learn how global Indigenous scholars, artists, and activists from North America, Asia, Europe, Micronesia and Oceania collaboratively connect and collaborate to protect their rights and the rights of the planet in the face of global corporate extractive expansionism.

Course Objectives:

Upon completion of this course, and contingent upon hard work and participation, students should:

- be more familiar with, and display a better understanding of the intellectual traditions of Indigenous intellectuals.
- better understand the issue at stake in Indigenous intellectualism, such as settler-colonialism, land, community, decolonization, Indigenization, and intellectual/cultural/political sovereignty.
- be able to engage intellectually, respectfully, and critically with the many different forms of rhetoric and intellectualism used by Indigenous thinkers.

Brightspace Readings as assigned – see weekly agenda

Course Administrative Issues

Accommodation: Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://carleton.ca/pmc/current-students/academic-accommodations/>)

Attendance: Attendance is a minimum mandatory requirement of the class if you wish to succeed. You do not earn a grade for attendance. **IT IS VITAL THAT YOU KEEP ME UPDATED ON ANY ISSUES THAT PREVENT ATTENDANCE.**

Student Conduct: Each student has a responsibility to themselves, their colleagues, and whoever pays their enrollment fees to ensure that an atmosphere conducive to learning is maintained at all times in the classroom. You are expected to be engaged and fully prepared for the day's subject matter. This means completing all required reading beforehand and being ready to engage with the material in a proactive and scholarly manner. Asking questions and discussing the materials will enable you to absorb, understand, and interpret, the information presented far more easily.

Academic Integrity & Plagiarism: Academic Integrity is required at all times and is a basic duty of honour as a student at the university. Academic integrity means honesty and responsibility in scholarship. Students and faculty alike must obey rules of honest scholarship, which means that all academic work should result from an individual's own efforts. Intellectual contributions from others must be consistently and responsibly acknowledged. Academic work completed in any other way is fraudulent. Plagiarism is a serious offence and will not be tolerated. All work submitted to this course must be your own, and all assignments are run through a Plagiarism detector called Turnitin.

ASSIGNMENTS AND GRADES

(Un)Grading Policy

In this course I am using a different approach to grading than I have used in the past. I am eliminating all grades for individual assignments and classroom participation. In this course you will self-evaluate and determine your own grade, based upon and HONEST assessment of the quality of your work, contributions, and learning processes. ***I reserve the right to dispute and amend the FINAL GRADE depending upon the evidence available to support/dispute your self-evaluation.**

How does this work?

I will provide feedback throughout the course on your assignments and your class participation. You will also receive comments and interaction from your peers on your annotations.

My feedback will include individual mid-semester feedback (meetings if necessary/requested) to discuss your self-evaluations. In the self-evaluations and meeting, I'll ask you to reflect on what you learned, what you've enjoyed so far about the course, any concerns you have over course themes and concepts, any difficulties understanding themes or concepts, and what approaches you will take/help you need for the rest of the semester in negotiating those concerns/difficulties.

As this is a highly collaborative course, we are all learning collectively. You'll be sharing thoughts and analysis with your peers and providing comments that help further discussions.

Assignments

There are four (4) assignments that you are required to complete in order to achieve a passing grade for the class. **EACH ASSIGNMENT IS WORTH 25% OF YOUR FINAL GRADE.**

1 - DISCUSSION/PARTICIPATION: Maximum participation is recommended to receive a good grade but always remember it is the QUALITY of your participation that ensures a good grade and not simply the QUANTITY. In other words, asking questions/attending class every week will not automatically guarantee an A grade, especially if you are simply regurgitating lecture material. Contributing articulately and thoughtfully each week will generate a higher grade. You need to show evidence that you are processing and thinking about the material. QUALITY and CRITICAL THINKING are the keywords.

Discussion Prompts – MUST focus on reading and course context. In other words, do not extrapolate to extraneous issues UNTIL we have discussed the stated contexts/actual events within the readings/videos first. We cannot understand the wider context until we understand the specifics.

- What, to me, is the argument/are the most important aspects of this reading?
- What aspects of this reading don't I agree with (why?) or understand?
- If this reading makes me angry/threatens/challenges me/upsets me, why?
- What point(s) do I think we should discuss in class? Why? What do I want to say about it/them to generate a conversation?
- How do I process this information in an Indigenizing/decolonizing context/framework/exercise?

Your discussion grade is divided into two segments. 60% for classroom participation.* 40% for comments/discussion annotations on each weekly reading. Annotations should be completed before class to signify the material has been read and to offer avenues for class discussion and/or explanation.

Annotations will be assessed on quality and strength of commentary (see critical thinking below). Exceptional/very good annotations will actively analyze and engage with the arguments being made in the material and/or by classmates' annotations in a detailed, but succinct, manner. (several sentences) Overly short/broad/vague comments will be assessed

in the competent to inconsistent range. No comments will be classified in the very poor/missing scale. At the same time, there must be enough annotations each week (at least 4-5) and responses to your peers (at least 3) to showcase full engagement with the readings.

** If you do not get a chance to speak during the classroom discussions you can talk to me after class, email me by the end of the week, or arrange an office appointment to ensure you maintain a healthy participation record.*

Students MUST interact with each other's views and opinions respectfully at all times, especially when in disagreement. Disagreement is acceptable, even welcomed, as long as it does not descend into unruly argument/insult

2 - Discussion lead/short research presentation. You will each choose one week's reading and lead that week's discussion (Weeks 3 - 6/10 – 12. Two solo discussion leads each in the semester). *If you prefer to work in teams that can be discussed during Week 1.* You will begin by presenting a short lecture (10-15 minutes) about your selected Indigenous thinker. Who they were/are, what they achieved, why they are important, why is this reading significant? How does the reading/film connect to other readings? etc. The discussion format is your design e.g. You can direct the discussion by raising key aspects of the reading you deem important, ask your classmates to raise the issues they thought important. You can lead a 'whole room' discussion or split the class into groups. Or, you can choose your own method of leading the discussion. BUT, you MUST lead an actual discussion – no quizzes/cahoots etc.

Quality of grade will be determined on depth of short lecture and quality of discussion – did you keep the conversation on topic and create an elevated level of discourse? Did you keep the conversation moving? How did you mitigate any lulls in conversation? Etc.

3- SELF-ASSESSMENT

You will write **THREE** self-assessment essays during the semester reviewing your expectations, reactions, learning methods, and knowledge improvement. Essay 1 is simply a reflection of what your expectations of this course and your learning within it. Essay 2 will respond to specific questions, including a preliminary grade estimate of your learning success as related to your original expectations. Essay 3 will be a final, more open assessment of your assessment of learning techniques/strategies/challenges/successes over the course of the semester – directly referencing your first assessment essay goals.

Essay I should be 1-2 pages.

Why am I taking this course? What am I expecting from this course? What prior knowledge/experience do I have about Indigenous Peoples/cultures/ experiences prior to this course? What am I expecting from myself within this course? What actions will I take to meet and better those expectations? What are my strengths and weaknesses as a student? How will I mitigate those within these course expectations? **DUE FRIDAY SEPT 13th**

Essay II should be 3-4 pages.

How have I exercised best learning practises? How much have I contributed to the annotations? How much have I contributed to the discussions/conversations? What have been my successes and challenges so far? How will I address the challenges moving forward to the second half of the semester? What is my honest assessment of my potential grade so far? **DUE FRIDAY OCT 18th**

Essay III should be 4-5 pages.

How have I maintained/improved best learning practises since the previous assessment? How much have I contributed to the annotations? How much have I contributed to the discussions/conversations? How did I address the challenges identified previously in the second half of the semester? Did I ultimately achieve the expectations sets out in Paper 1? What will I do with what I learned in this course? What is my honest assessment of my potential final grade? **DUE FRIDAY DEC 6th**

When applying a letter grade to your self-assessment, consider the following in each criteria:

A – Exceptional/Exemplary

B – Very good

C – Standard/Meets basic requirements

D – Inconsistent

F – Very poor/Missing assignments

4 – Final Research Assignment DUE FRIDAY NOV 23rd

ASSIGNMENT 3 – 15-20 page intellectual research synthesis. Write a synthesis of the main themes, issues, and concepts, that struck you from the collective readings this semester, and conduct independent research to understand these themes/issues more deeply. DO NOT simply summarize/report on the readings, but actively engage in the materials and look to connect the readings through the themes you identify. Use the paper to show how the readings have strengthened/challenged/influenced/diverged from your prior own understandings/interpretations of the themes/issues/concepts.*

OR – Choose 3-5 Indigenous intellectuals/knowledge keepers not read in this course and follow the same prompt above.

OR – Choose a global issue that most interests you and research the ways this issue has affected different Indigenous Peoples and how they have reacted to/mitigated/resisted the issue.

*If you wish to make a formal presentation or chose some other form of research presentation (vlog/website/podcast etc) rather than an essay, please let me know so that time can be made available. Any alternative forms will be assessed for the same academic rigour as a traditional research essay.

Each project should incorporate a minimum of five primary sources.

Grading: Although there are variations in the workload and preparation required for each assignment, they are all graded **equally at 25% per assignment**. The reason for this is to provide you the maximum possible opportunity to receive a strong grade in the classroom. If for some reason, you perform poorly on one assignment, the equal distribution of the grading means that it will not have a catastrophic effect upon the final grade. Equal

distribution also means that there is no pressure to prioritize assignments and all are given equal diligence during the semester.

Late Policy: I operate a soft deadline approach. If you know your assignment will be submitted over the weekend rather than by Friday, you do not need to notify me. If you need longer than a couple of days, please inform me. With prior agreement we can mitigate any issues so there is minimum negative impact upon your learning and engagement with the course material.

Grade Scale

| | | | |
|-------------|-----------|------------|---------|
| A+ 90-100%, | A 85-89%, | A- 80-84% | |
| B+ 77-79%, | B 73-76%, | B- 70-72% | |
| C+ 67-69%, | C 63-66%, | C- 60-62% | |
| D+ 57-59%, | D 53-56%, | D- 50-52%, | F 0-49% |

Critical thinking is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities, as well as a commitment to overcome our inherent egocentrism and socio-centrism.

A well-cultivated critical thinker:

- Raises vital questions and problems, formulating them clearly and precisely
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, implications, and practical consequences
- Communicates effectively with others in figuring out solutions to complex problems

Academic Integrity

For a full understanding of the university Academic Integrity Policy, please use this link [Academic Integrity Policy](#). Specifically for this course, plagiarism (including self-plagiarism) and AI tools are the most pernicious methods of academic misconduct.

“The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas,

expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another's data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own
 - Using work previously submitted to other courses for grading
 - failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty follows a rigorous process for academic integrity allegations, including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

Student Mental Health

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

If you do need assistance, the following resources are available for you:

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

Positionality Statement

Under western conceptualizations of ‘expertise’ I am considered ‘highly qualified’ to teach these materials as an ‘expert.’ The events and materials within this course are my areas of specialist research, so I do have in-depth (external) knowledge of the events, concepts, facts, and worldviews within. However, as a non-Indigenous person without lived experiences of these events or their repercussions/legacies, I cannot be considered a ‘knowledge holder’ as understood within Indigenous epistemologies. As such, I cannot ‘teach’ you these events or their legacies from an Indigenous viewpoint.

Rather than claim a role as an instructor or teacher, I offer my help as a facilitator of your learning. I do not claim to offer you Indigenous perspectives but can and will, through the primary documents and course readings (and if/when possible – guest speakers) facilitate your introduction to a variety of important Indigenous voices and perspectives as they relate to the specific concepts/events/issues within this course.

The one area where I can speak as an ‘expert’ is to critique the inherited power structures embedded within settler-colonialism and attempt to use this as a path towards dismantling those power structures and creating and sustaining spaces on campus that should be filled by Indigenous faculty and knowledge holders.

Together, through a shared commitment to collaboration, discussion, listening, and critical thinking, I hope that I can help you leave this course more informed than when you began.

TENTATIVE SCHEDULE

May be subject to change depending upon circumstances. Short additional readings/viewing may be added – with prior notice.

Week 1 - Sept. 4

Intro lecture – The foundations of globalization: Settler-Colonialism, the politics of recognition, UNDRIP, and the realities of Truth and Reconciliation.

Reading for annotation & discussion:

Settler-Colonialism and the elimination of the Native – Wolfe
Indigenous Resistance to New Colonialism – Cultural Survival

Week 2 – Sept. 11

Indigenous worldviews & decolonization

Reading for annotation & discussion: The Fourth World – George Manuel

Decolonization is Not a Metaphor – Tuck & Wang

Video: Decolonization is for Everyone - Sanchez

Self-Assessment 1 due Friday Sept. 13

Week 3 – Sept. 18

Understanding Indigenous Sovereignty

Reading for annotation & discussion:

My Own Nation – Queen Lili'uokalani

Incommensurable sovereignties: Indigenous ontology matters – Moreton-Robinson

Video - Interview with Victoria Tauli Corpuz - UNSR on Indigenous Rights

Week 4 – Sept. 25

Pushing back against occupation

Readings for annotation & discussion:

The Ruse of Consent and the anatomy of 'refusal' – Audra Simpson.

Tumugu Papa – Christine Taitano Delisle

Week 5 – Oct. 2

Short Lecture – Global Indigenous Resistance Movements since the 1960s.

Reading for annotation & discussion: Globalization and Indigenous Survival – Hall & Fenelon

Indigenous Global Struggles: Models of Revitalization and Resistance – Hall & Fenelon

Week 6 – Oct. 9

Climate Change

Viewing for annotation & discussion: Anointed – Jetnil-Kijiner

Rise: From One Island to Another – Jetnil-Kijiner & Niviâna

Tell them – Jetnil-Kijiner

How Indigenous wisdom can shape climate action – Ndondo

Climate change impacts on Saami reindeer herding pastures – Sami Council

Week 7 – Oct. 16 – ONLINE via ZOOM (instructor minor medical procedure)

Global Extractivism

Viewing for annotation & discussion: The Territory (may change depending on availability)

Website for viewing. www.landmarkmap.org

Self-Assessment 2 due Friday Oct. 18

Week 8 – FALL BREAK

Week 9 – Oct. 30 – ONLINE via ZOOM (instructor family situation)

Saami Worldviews

Reading for annotation and discussion: Seeing the Unseen – Finborg

The Story of Terra Nullius – Finborg

Towards an “Indigenous Paradigm” from a Sami Perspective - Kuokkanen

Week 10 – Nov. 6

Indigenous women resist

Reading for annotation & discussion: Kaiāulu: Provisioning Community – Vaughan

Māori Mothering: Repression, Resistance and Renaissance - Connor

Week 11 – Nov. 13

Globalization and Indigenous Africa

Reading for annotation & discussion: Indigenous cultures in the era of globalisation: a case against cultural imperialism theory – Ekeanyanwu

Disconnected Clans in Fragmented Rangelands: Aligning the East African Community Integration Process with UNDRIP - Laltaika

Week 12 – Nov. 20

Rethinking Indigeneity:

Reading for annotation & discussion: Towards a New Oceania – Wendt

Voyaging for Anti-Colonial Recovery: Austronesian Seafaring, Archipelagic Rethinking, and the Re-mapping of Indigeneity - Diaz

Week 13 – Nov. 27

Global movements:

Reading for annotation & discussion: Indigenous Activism, Community Sustainability, and the Constraints of CANZUS Settler Nationhood – McKenzie-Jones

Indigenous Peoples: Global Perspectives and Movements – Hall & Fenelon

Final Research Project due Friday Nov. 23

Week 14 – Dec. 4

Course review & research presentations (where applicable)

Self-Assessment 3 due Friday Dec. 6