MacMaster University, Indigenous Studies Program

INDIGST 4B03: Indigenous Literary Governance and Resistance
Winter 2022

COURSE SYLLABUS

INSTRUCTOR INFORMATION:

**Professor:** Dr. Renae Watchman

**Email:** renae@mcmaster.ca

**Office:** L.R. Wilson Hall (LRW) 1022

**Phone:** TBD

**Office hours:** Mondays at 2:30-3pm & Tuesdays at 1-2pm and by appointment

COURSE INFORMATION:

**When:** Mondays at 11:30am – 2:20pm

**NOTE:** All classes will be virtual during the first week of classes (Jan. 10-17, 2022).

**Location:** L.R. Wilson Hall (LRW) 1811

**NOTE:** Masks are required.

CALENDAR DESCRIPTION:

Through an examination of non-fiction Indigenous writings, this course will focus on Trans-Indigenous practices of governance, diplomacy, advocacy, and resistance to settler colonialism through literary means. Students will engage both historic and contemporary examples of politicized writings by Indigenous peoples who insist upon and fight for the sovereignty of their nations. Three hours; lecture and seminar: one term. Prerequisite(s): Registration in Level IV of an Indigenous Studies Program or permission of Director.

COURSE DESCRIPTION:

Sgeno, shé:kon, sgé:no’, boozhoo, yá’át’ééh! Through an examination of autobiographies, speeches, negotiations, public performances, documentary film, and critical reflection (contemporary scholarly discourse), this class uplifts Indigenous resistance. The texts are situated in a semi-chronological order, and when possible contextualized alongside contemporary Indigenous scholarship to provide a wholistic picture of governance, diplomacy, advocacy, and resistance from the 18th century to today. INDIGST 4B03 also introduces students to material cultural items that enunciate knowledge and deploy Indigenous governance and diplomacy narratives. These material cultural items are critical tools that have resisted epistemic erasure and through a research essay and presentation, students will engage in uncovering / recovering material cultural items that advance Indigenous governance, diplomacy, advocacy, and resistance. Students will also enact literary activism through a Zine project. Finally, students will bring the course together by writing a final, research essay that interrogates and illuminates a course topic or champions an Indigenous political cause. As a fourth-year course, it is intensive, and you should expect to devote an extra 1-3 hours per week to prepare for each class meeting.

REQUIRED TEXTS AND MATERIALS:

- There are no books to purchase. All readings are available as e-books, accessible through the McMaster University Library and others will be made available as PDFs on A2L.

(Make it a habit to go through the university’s library to search for required readings.)
For your written work: *MLA Handbook*, [https://libguides.mcmaster.ca/MLA](https://libguides.mcmaster.ca/MLA) and [https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html).


**Course Delivery Mode and Format**
The course meets once per week, on Mondays at 11:30am – 2:20pm. McMaster University is closely observing the ongoing Covid-19 pandemic and provincial health guidelines. On Dec. 14, 2021, the announcement was made that all classes will be virtual during the first week of classes (Jan. 10-17, 2022). Thereafter, we will meet in person, on campus. We will adhere to social distancing guidelines in our learning space and masks are required. There will not be a hybrid component of this course; the university has made it clear they are committed to offering face-to-face learning. If the university pivots to remote and online learning, we will meet via Zoom to conduct our learning and discussions. Our weekly schedule might look something like this:

- 11:30 am -11:40 am—general housekeeping, warm up.
- 11:40 am-12:15 pm—Discussion Leader
- 12:15 pm-1:00 pm—Focused discussion on 1st author/topic/text
- 1:00 pm-1:10 pm—BREAK
- 1:10 pm-1:40 pm—Focused discussion on 2nd author/topic/text
- 1:40 pm-2:10 pm—Focused discussion on 3rd author/topic/text
- 2:10 pm-2:20 pm—Wrap up

**In the event this course changes to online/remote:** [Adapted from material in COMM 1700 developed by Terry Field]

1. In and outside of class time, you can always ask questions. For general questions, I may post them (as well as my answer) to the A2L “Announcements” front page, so the whole class can benefit. But when you have a more personal question about an assignment or other concern, you can contact me privately by email.
2. You're not entirely on your own. In the synchronous Zoom sessions, you will be able to interact with your classmates through discussion and group work.
3. Online course etiquette: I don’t require cameras to be on, which can be difficult to gauge student engagement. To avoid potential misunderstandings that may arise from silence or heated discussion, we will keep our interaction professional and respectful and use appropriate language. Your classmates come from different generations and ages, genders, ethnicity, religion, sexual orientation, and disabilities (learning, medical, physical, or mental health), and I will not tolerate disrespect.
4. As we go beyond year two of the pandemic, remote learning is no longer novel and can be frustrating. I will work with you, if you communicate.

**Course Objectives/Learning Outcomes**
By the end of the term, students should be able to:

- Understand various forms of governance, diplomacy, advocacy, and resistance as practiced by select Indigenous communities from the 18th century to today.
- Understand issues (racism, epistemicide, assimilation, cultural genocide, land dispossession, and others) affecting Indigenous Peoples
• Interpret and evaluate information, demonstrating the essential skill of critical thinking through active class discussion and participation, an oral presentation, creative Zine making, writing, and research.

**DISTRIBUTION OF EVALUATION AND MARKS**

- Discussion Leadership & Participation 25%
- Material Culture Research Essay & Presentation 30%
- Literary Activism: Zine 25%
- Final Research Essay 20%

**ASSIGNMENT DETAILS**

**Discussion Leadership (15%) & Participation (10%) = 25%**

Sign up for one date to lead discussion. Length: 25-30 minutes leading discussion + a required 2-pages (max. 500 words, double-spaced) narrative handout that will be accessible to all class members. You will lead one discussion during the semester. Your handout will focus on the assigned text(s) and should include a summary of the text’s thesis in your own words, an analysis of one strength and one weakness of the author’s argument, a list of 3-4 key concepts with accompanying definitions, and a discussion question (not a yes/no answer). As a participation mark (10% ongoing throughout the semester), your peers (the audience) are also expected to engage critically and respectfully in the discussion: answer and pose questions and when possible, reference the assigned materials for the day. Please review “Submission of Assignments” and “Writing Specifications” under **COURSE POLICIES: STUDENT RESPONSIBILITIES** (below).

**Material Culture Research Essay (non-alphabetic governance) & Presentation = 30%**

Due Feb. 28, 2022. Length: 1250-words (5 pages, double-spaced) + images (20%). Consider this a midterm research assignment. Prior to the midterm recess, the course material introduces material culture items that are didactic and have historical governance significance. Your Material Culture Research Essay should attempt to synthesize the class materials from Week 1 to Week 5 as well as demonstrate independent research. Research a material culture item (non-alphabetic recording method) used (either historical or contemporary) by an Indigenous nation (e.g., suckerfish writing, winter counts, wampum, birch bark scrolls, beadwork, etc.). Once you find a specific example, write up the following: 1) summarize the item; 2) explain how the item traditionally defines, constructs, maintains, and guides Indigenous self-determined governance; 3) address how the Indigenous nation in question use this example of material culture currently to organize their society and uphold their sovereignty; 4) explain if the item is deployed as an act of resistance/advocacy/activism, 5) if there are intersections, integrate the class materials (readings/screening, especially from Weeks 4 & 5) as theoretical lenses about your research, and 6) discuss how your chosen item of non-alphabetic governance has been received, refused, or changed through settler colonial interaction (in other words, what does the Canadian government do when their jurisdiction runs head-on into the jurisdiction of the Two Row Wampum, for example?). **Create a file that includes the following two requirements:** 1) a 1250 word-essay (5 pages, double-spaced) that explicitly addresses the six prompts above and 2) images of the material cultural item you have chosen (the images are separate from the 5-page essay limit). Upload these to the A2L Discussion Board where they can be viewed by the professor and other students. Be prepared to present for 10-15 minutes on your research as the basis for today’s class
The order of presentations will be selected randomly, after volunteers have stepped up. Please review “Submission of Assignments” and “Writing Specifications” under Course Policies: Student Responsibilities (below).

**Literary Activism: Zine = 25%**

Due March 14, 2022. Length: minimum 4-pages (8 ½ x 11 full page; one-sided) OR 16-page “saddle stitched” (four double-sided pages, folded in half) of Zine material + 1 Works Cited page (MLA). Zines have “long thrived in underground spaces and activist movements”\(^1\) as a way for “students [to become] knowledge creators.” Zines are “historically anti-authoritarian” with “roots in the feminist/punk movements of the 1980s/90s.” Consider this assignment a reawakening of 19th century voices and focus only on Weeks 6, 9, and 10 (Barboncito, Riel, Winnemucca Hopkins, and Zitkala-Ša). This “Literary Activism: Zine” project assesses your ability to explore the historical and Indigenous cultural evolution of sovereignty, governance, diplomacy, advocacy, and resistance to settler colonialism. For sample Zines, visit IndigenousAction.org: [https://www.indigenousaction.org/zines/](https://www.indigenousaction.org/zines/).

1) Visit: [https://libraryguides.nau.edu/creating/zine-making](https://libraryguides.nau.edu/creating/zine-making). Review the website and watch the videos well in advance to beginning this assignment. You do not have to do their activity (10:46-17:00) but perusing their online catalogue of Zines might be helpful. Pay close attention to “Creating Zines” (17:00-23:10).

2) Find at least one common thread that connects the speeches and writings of these four 19th century figures. This common thread will be the theme of your Zine.

3) Critically analyze and synthesize the four authors’ works. You can integrate meaningful passages from their works that you feel should be elevated.

4) Explain and/or illustrate how your Zine will make a positive difference for Indigenous communities. Has anything improved since their writings/speeches? How would you hypothetically enact reciprocity if you could distribute your Zine widely?

5) Think about how your Zine’s content and style will meet the goals of this project.

6) While not required, if you conduct external research, properly credit secondary sources and other cultural texts.

Because this assignment is due on the same day that we discuss Zitkala-Ša’s works, you will need to plan and organize your Zine creation accordingly. I have reduced this week’s reading requirements, so that you can devote more time to your “Literary Activism: Zine.” NOTE: for this assignment only, the body of the Zine can disregard the “Writing Specifications” outlined in this syllabus. The “Writing Specifications” only apply to the supplementary Works Cited page.

**Final Research Essay = 20%**

Due April 18, 2022, at 3pm. Length: 2500-words (8-10 pages, double-spaced). This “Final Research Essay” should focus on Weeks 11, 12, 13, and 14, but you are more than welcome to integrate course materials from the entire semester to demonstrate your command of the material. Research and write a polished essay that offers a focused, analytical treatment of one of the course topics or champions an Indigenous political cause that we did not cover (e.g., decolonization, land back, defund police, clean water, no pipelines, honour Indigenous hunting or fishing rights, no Pretendians, etc.) Your “Final Research Essay” must have a strong original thesis supported by close reading of the course materials and scholarly critique of external,

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\(^1\) This and all following quotes regarding Zines come from: [http://openpedagogy.org/assignment/zines-as-open-pedagogy/](http://openpedagogy.org/assignment/zines-as-open-pedagogy/)
secondary resources. In your essay, clearly explain how this issue or political cause relates to a specific Indigenous nation’s sovereignty. Include background information, current data, competing viewpoints, and suggestions for organized resistance and/or solutions. NOTE: I expect you to adhere to my page limits (8-10 pages, max. 2500 words). I will not read /mark beyond 10 pages. Please review “Submission of Assignments” and “Writing Specifications” under COURSE POLICIES: STUDENT RESPONSIBILITIES (below).

**Grading Scheme**
Grades will be based on the McMaster University grading scale:

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**COURSE POLICIES: STUDENT RESPONSIBILITIES**
Be sure to print this syllabus out and reference it BEFORE emailing.

**Avenue to Learn (A2L)**
Avenue to Learn (A2L) is a learning management system (LMS) that we use in this course as our class website. I will post this syllabus, announcements, and all course materials, organized by week, to the “Content” column of A2L. You should be aware that when you access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in this course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about this, please discuss this with me.

**Attendance and Participation**
I expect students to attend all face-to-face classes and all live Zoom sessions. I expect you to be punctual and attentive. For occasional and unexpected absences, see the “Absences, Missed Work, Illness” policy below. **Active** class participation and discussion (in pairs, groups, in plenum) are required. Discussions will be based on the readings, films, or writing assignments, as well as sharing your own reaction to the assignment in question. You must read, screen, and prepare for class **ahead of time**. All content will be discussed on the date they are listed on the course calendar. Most course materials are electronic (e-books or PDFs). Download all PDFs, so that in the event of an internet crash, you have copies of the course materials on your computer.

**Absences, Missed Work, Illness**
You should stay home if you are too ill to get out of bed or have a highly contagious disease. A doctor’s/counsellor’s/funeral director’s note is required if you miss more than three consecutive
classes due to illness or another emergency. Other than serious illness, injury, or family emergencies, there are no good excuses for missing classes regularly; if you do, you should withdraw and take this course when you are able to give it your full attention. Please use common sense regarding absences. Missing one class for an unforeseeable reason will probably not harm you, but you are responsible for all information and instruction provided during your absence—get notes from a classmate. I will not re-teach missed classes or otherwise fill you in during my office hours or by email.

**DOCUMENTATION STYLE**

You must format your papers and document sources using the Modern Language Association (MLA, 8th edition). The MLA has established standards for documentation in literature and language studies. For a brief video of MLA style, see https://library.mcmaster.ca/research/citing. For more detailed information, the *MLA Handbook for Writers of Research Papers* is available in the library and online: https://libguides.mcmaster.ca/MLA and https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html.

**ON THE CAPITALIZATION OF INDIGENOUS**

All written work will be held to high standards and as a course that privileges Indigenous Knowledges and epistemologies, your work should reflect the following guidelines set by the peer-reviewed journal *Decolonization: Indigeneity, Education, and Society*: Indigenous: In recognition of the communities of identity connected by the term, we strongly recommend all submissions capitalize the term ‘Indigenous’ in all contexts. *Decolonization* believes that the term "Indigenous" is a deeply politicized one; it evokes shared historical memory, cultural meanings, and particular political interests. By spelling "indigenous" with a lower case "i" we unknowingly reproduce dominant writing traditions that seek to minimize and subjugate Indigenous knowledges and people. All authors are encouraged to explore the politics of their language choices, both in submitted texts and broader conversation.

**SUBMISSION OF ASSIGNMENTS**

Written assignment due dates are indicated on the course calendar, and while I am flexible, I encourage you to strive to adhere to the submission deadlines. All assignments must be uploaded to the appropriate drop boxes (under “Assessments”) in Avenue to Learn by the dates listed on the Course Calendar. NOTE: I do not accept assignments by email, nor are you allowed to turn in work to administrative assistants or through a third party. I understand students are eager to get papers back as soon as possible. Essay marking is time consuming, so allow a reasonable time for your paper to be returned. I define “reasonable time” as two (2) weeks from the date the assignment is turned in.

**WRITING SPECIFICATIONS**

All scholarly essays must conform to the following specifications:

- Please ensure your assignments have your full name on each page. I download papers simultaneously and cannot track down the author of a nameless essay.

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2 http://decolonization.org/index.php/des/about/submissions#authorGuidelines
• Save your work like this: LastName_FirstName_AssignmentName.doc (or pdf).
• Your work should be typed, 12-point font, Times New Roman, double-spaced.
• Include a cover page that includes your full name, the title of the assignment (that reflects the paper’s thesis), my name, and the date of submission.
• Do not add extra spaces between paragraphs.
• Insert page numbers in the lower right corner.
• Include the word count at the end of the paper.
• Do not exceed my recommended word count, as specified for each assignment.
• Essays should have a strong thesis, should be argued with correct citations including applicable quotes from the texts, should be polished and grammatically correct (do not have typos, missed apostrophes, run-on sentences, etc.)
• Adhere to Younging’s Elements of Indigenous Style, specifically his chapters on “Terminology” and “Specific Editorial Issues,” from Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples, Brush Education, 2018, pp. 50-98. (48 pages)
• Adhere to MLA format and guidelines for in-text citation and Works Cited: (https://libguides.mcmaster.ca/MLA and https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

PLEASE NOTE: failure to comply with these specifications will result in deductions of up to 10%.

LATE ASSIGNMENTS
Assignments must be submitted punctually on the date they are due to avoid a late penalty. Late work will be penalized one whole letter grade (10%) per full day of lateness, up to seven days. I will not give feedback for late work. Normally, unexcused missed assignments cannot be rescheduled and so receive a mark of zero after one week of lateness. Medical documentation will be needed for all extensions beyond one week of lateness. If you communicate with me in advance as much as possible, excluding emergencies, I will do my best to accommodate you (barring certain institutional restrictions and regulations. For example, no exceptions can be made to change the dates for turning in the final paper).

Day of Grace: For most written work (all but the final paper), all students have ONE Day of Grace to use in lieu of an extension to cover unforeseen problems such as drop box difficulties, computer crashes, consumption of homework by domestic animals, heartache, traffic, etc. Students using this Day of Grace must make sure the assignment is submitted to A2L by midnight the next day to avoid being late (for example, our class begins at 11:30 on Mondays. If there is an assignment due at the beginning of class and you want to use your Day of Grace, you can submit it by 11:59 pm on Tuesday night). Type “GRACE,” followed by your FULL NAME on the first page of the paper before submitting. Reminder: no exceptions can be made to change the dates for turning in the final paper, so you may not use your Day of Grace for the final paper.

EMAIL
All email communication sent from students must originate from the student’s McMaster University email account. This policy protects confidentiality and confirms student identity. I will delete emails that do not originate from a McMaster email account. I do not expect you to
read or respond to emails after hours or on weekends, and I also reserve this time for me and will not read or reply to emails during weekends or after 6pm (M-F). During the week, I try to be prompt in replying to emails within two working days. E-mail is a good way to arrange appointments with me, to ask brief questions, or if you want to attach a doctor’s note or other documentation for a missed assignment. If you want to schedule an appointment (outside of the posted office hours), please send me an email with three different dates and times that you are available. I will confirm a time and depending on Covid, we can arrange to meet at my office, or I will invite you to a Zoom meeting during the agreed upon time.

**Email Etiquette:** When you email me, please follow the template of a business letter, including a professional salutation/greeting, closing, use proper spelling, grammar, and punctuation. Be specific about the subject of the email in the mail subject heading. Do not greet me with “hey!”

**UNIVERSITY POLICIES, 2021 – 2022**

**ACADEMIC INTEGRITY**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.** Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g., the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

For information on the various types of academic dishonesty please refer to the Academic Integrity Policy: https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/

**ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

Because the various ways we learn may require accommodations, I will work with you to arrange these. Students who require academic accommodation should contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s Academic Accommodation of Students with Disabilities policy. If, however, you do not have a documented disability, please don’t hesitate to meet with me to discuss accommodations.

**ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS, OR SPIRITUAL OBSERVANCES (RISO)**

Students requiring academic accommodation based on religious, Indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their
examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

**COPYRIGHT AND RECORDING**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, **including lectures** by university instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern.

**EXTREME CIRCUMSTANCES**

McMaster University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., global pandemic, severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, Avenue to Learn, and/or McMaster email. If course modifications become necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites daily during the term and to note any changes.

**WARNING ABOUT COURSE CONTENT**

In this course we may be reading texts and screening film clips that deal with violence and sensitive issues. We may encounter anti-Indigenous racism, hateful language, xenophobia, homophobia, sexism, rape, and painful recollections from lived experiences. From an academic context, and to pass this class, you must complete all readings and assignments, which may contain offensive and abhorrent material. Should you feel uncomfortable discussing the required course materials and should you find that the content is too disturbing and triggering, please don’t hesitate to meet with me so we can discuss this further and find resources and supports external to the course. I will not provide trigger warnings as we go through the material.
COURSE CALENDAR
INDIGST 4B03, WINTER 2022

The Course Calendar constitutes a guide for all assignments (readings, screenings, guest lectures, etc.) and is subject to change. We will try to adhere to the Course Calendar as closely as possible, but some changes are inevitable.

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<td>Unless it states “In-Class,” all readings and screenings are to be prepared in advance as we will discuss them on the date listed.</td>
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**WEEK 1:**
**INTRODUCTION & DECOLONIZATION IS ACTION, NOT A METAPHOR**

- **Monday, Jan. 10, 2022, 11:30am - 2:20pm**
  - For week 1, we meet virtually and synchronously.
  - Introduction to the course: syllabus, MLA formatting guidelines, terminology.
  - In-Class: Create a “Me-Zine” as self-introduction and relationship building.
  - Read in advance for today’s discussion:

**WEEK 2:**
**HAUDENOSAUNEE**

- **Mon. Jan. 17**
  - “Treaty Relations and Two Row Companion - Conversations in Cultural Fluency #5.” *YouTube*, uploaded by Six Nations Polytechnic, 29 Jan. 2016, [www.youtube.com/watch?v=OwTljDzodi4&t=225s&ab_channel=SixNationsPolytechnic](http://www.youtube.com/watch?v=OwTljDzodi4&t=225s&ab_channel=SixNationsPolytechnic) (36:36)

**WEEK 3:**
**ANISHINAABE / MISSISSAUGA**

- **Mon. Jan. 24**
  - “Ch. IV: Councils.” *History of the Ojebway Indians; With Especial Reference to Their Conversion to Christianity.* Houston and Wright, 1861, pp. 105-10, [www.canadiana.ca/view/oocihm.35737?r=0&s=1](http://www.canadiana.ca/view/oocihm.35737?r=0&s=1) (5 pages)
---. “Copy of a Petition to the Queen from the Credit Indians, Praying to Have Their Lands Secured to Them.” *History of the Ojebway Indians; With Especial Reference to Their Conversion to Christianity.* Houston and Wright, 1861, pp. 265-67, www.canadiana.ca/view/oocihm.35737/3?r=0&s=1. (2 pages)

### WEEK 4: RHETORIC AND MATERIAL CULTURE

**Mon. Jan. 31**

### WEEK 5: MÉTIS BEADWORK

**Mon. Feb. 7**

### WEEK 6: 19TH CENTURY ORATORY AND SPEECHES

**Mon. Feb. 14**

### WEEK 7: MIDTERM RECESS (MONDAY, FEBRUARY 21 TO SUNDAY, FEBRUARY 27)

**Mon. Feb. 21**
No Class

### WEEK 8: SHARING MATERIAL CULTURE

**Mon. Feb. 28**
*Material Culture Research Essay (non-alphabetic governance) & Presentations*

*In-Class:* Presentations and discussion of your research.

### WEEK 9: 19TH CENTURY ORATORY AND SPEECHES BY INDIGENOUS WOMEN

**Mon. Mar. 7**
“Sarah Winnemucca Hopkins Biography.” *Voices from the Gaps,* Christian Dela Cruz and Katie Kipp, U of Minnesota, 2009. (6 pages)
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<th>Week 10: 19th Century Oratory and Speeches by Indigenous Women, Ctd.</th>
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<th>Week 12: 21st C. Advocacy &amp; Resistance</th>
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<td><strong>Mon. Mar. 28</strong></td>
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<td><em>Six Miles Deep.</em> Directed by Sara Roque, National Film Board of Canada (NFB), 2009, <a href="http://www.nfb-ca.libaccess.lib.mcmaster.ca/film/six_miles_deep/">www.nfb-ca.libaccess.lib.mcmaster.ca/film/six_miles_deep/</a>. (43 mins)</td>
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<th>WEEK 13: ONGOING FIGHTS TOWARDS DECOLONIZATION—FIGHTING FOR THE LAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Apr. 4</td>
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<tr>
<th>WEEK 14: THE “R” WORD</th>
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<tbody>
<tr>
<td>Mon. Apr. 11</td>
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<tr>
<th>FINALS</th>
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<tbody>
<tr>
<td>Mon. April 18</td>
</tr>
<tr>
<td>Final Research Paper due—upload your work to A2L by 3pm.</td>
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</table>

FINALS: Thursday, April 14 to Friday, April 29