SOAN*4210: Indigenous-Settler Relations in Canadian Society  
(wrt Natural Resource Stewardship Governance)  
Winter 2019

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Course Description, Overview, and Pedagogical Approach:
Calendar Description: This seminar-based course is designed to provide students with an opportunity to explore contemporary Indigenous-Settler relations in Canadian Society. Grounded in an exploration of worldviews and meaningful knowledge systems engagement, the course may explore governance, decolonization, re-appropriation, reconciliation, etc. The specific content areas will vary depending on the instructor.
Prerequisites: 12.5 credits including 1 of (ANTH*2660-Contemporary Native Peoples of Canada, IDEV*2500-International Development Studies, SOAN*2290-Identities and Cultural Diversity or GEOG*2210 – Environment and Resources) and 1 of (SOAN*3070-Quantitative and Observational Methods or GEOG*2260-Applied Human Geography)

Course Overview: This seminar-based course is designed to provide students with an opportunity to explore Indigenous-Settler relations within natural resource stewardship/governance in the parts of Turtle Island, now known as Canada. In this course, we will draw on academic and non-academic sources to gain a better appreciation of the complexity of issues arising from multiple knowledge systems. We will cover issues related to engagement between worldviews with respect to land and stewardship of renewable (including wildlife, water, forests) and non-renewable resources (including oil, gas, metals, minerals).

Pedagogical Approach: The seminar approach is intended to facilitate the development of critical thinking skills, facilitation skills and active engagement in learning. As such, students are expected to read assigned articles in preparation for each class, as well as, attend and actively participate in class discussions. The format of seminars will include opportunities for both small and large group discussions to gain/refine the substantive knowledge, skills and values required to attain the course learning outcomes. Learning outcomes will be achieved through readings, multimedia sources, class discussions, class activities, guest speakers, and via written and oral work. Students may be placed into a Collaborative Learning Team (CLTs), with each focusing on an Inuit, First Nation, or Métis community within Canada. These CLTs will give students an opportunity to approach the issues raised within each week’s readings from perspectives relevant to their selected Indigenous community.

Learning Outcomes:
By the end of the course, successful students will be able to:
1. Analyse natural resource issues by exploring historical and contemporary Indigenous-Settler relations.
2. Describe the challenges and opportunities of integrating diverse worldviews in natural resource governance.
3. Develop and refine effective research, communication skills and meaningful collaborative work by participating in circles and the collaborative learning project.
4. Demonstrate mastery of critical thinking, effective note-taking, facilitation and time management skills

Course Readings:
Course readings accessible via Library’s ARES Course Reserve System and CourseLink.


Assessments:\n
<table>
<thead>
<tr>
<th>Course Elements</th>
<th>Relative Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seminar Preparation and Participation</td>
<td>25</td>
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<tr>
<td>2. Circle Keeper</td>
<td>20</td>
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<tr>
<td>3. Collaborative Learning Team Submissions</td>
<td>25</td>
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<tr>
<td>4. Cumulative Take-Home Assessment</td>
<td>30</td>
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</tbody>
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Total 100

\[1\] Assessment elements and weight may change prior to the release of the official syllabus in January 2019.