

***Course delivery with respect to the COVID-19 pandemic***

*Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.*

**CGS 3509G 550 INDIGENOUS PEOPLES AND GLOBAL DISPOSSESSION**

The Centre for Global Studies  
Huron University College  
Winter 2022  
Dr. Katherine Lawless



Warriors at Oka, 1990

**Course Description**

Dispossession in today's world takes various forms, from land grabs and resource extraction to foreclosure and indebtedness. These dispossessive practices are inseparable from the larger processes of global capitalism and neo-colonialism. In this course, we explore the diverse impacts of these practices and processes on Indigenous Peoples and the territories they use and claim.

Through a detailed study of three monographs and five documentary films, we attempt to understand the thorny relationship between practices of global development and Indigenous ways of knowing and being. Our books take us to three different geographical locations—Indonesia, Mexico, and Papua New Guinea—while our films offer an in-depth examination of the Canadian context. Themes range from the economic impacts of big agribusiness and housing reform to the compound effects of resource extraction and global tourism. Through these primary texts, we think through overlaps among the experiences of distinct Indigenous communities and the broader social, political, and material structures that tie them together. At the same time, drawing on the work of Tuhiwai Smith and Younging, we consider how to do research that is both cognizant of the ongoing impacts of dispossession and thoughtfully engaged with the possibility of utilizing decolonizing methodologies.

### Course Information

<b>Professor</b>	Dr. Katherine (Kate) Lawless, A211
<b>Contact Information</b>	519-438-7224 x705; <a href="mailto:klawles@uwo.ca">klawles@uwo.ca</a>
<b>Class Time</b>	Wednesday 9:30-11:30; Friday 10:30-11:30
<b>Room</b>	W101

**Prerequisite(s):** 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies

### Course Objectives

- 1) To cultivate a robust and dynamic learning community committed to investigate the impact of global capitalism and neo-colonialism on Indigenous Peoples and the territories they use and claim, past and present
- 2) To develop a critical and nuanced understanding of the theory, practice, and history of dispossession through the study of selected monographs and documentary films
- 3) To experiment with how to conduct research thoughtfully and carefully with the knowledge of its dispossessive power
- 4) To make major and minor discoveries, together and as individuals

### Course Requirements

- Interest in learning more about Indigenous Peoples and the dispossession of their lands and cultures worldwide
- Commitment to thinking about how we can thoughtfully use decolonizing methodologies and Indigenous ways of knowing to inform our research
- Willingness to engage enthusiastically with course materials
- Desire to participate in creative and non-normative forms of learning and assessment

- Capacity for collaboration, self-direction, and thinking 'outside the box'
- Willingness to engaging self-reflection and self-evaluation

### **Learning Outcomes**

Together, we will:

- 1) Define the concept of dispossession in theory and practice and elaborate its uses historically and in the present
- 2) Explain the role of dispossession in the colonization of Indigenous Peoples worldwide
- 3) Produce original research that demonstrates the thoughtful application of decolonizing methodologies and Indigenous ways of knowing
- 4) Compare and contrast how Indigenous Peoples have been differently impacted by global capitalism and neo-colonialism in different geographical locations
- 5) Select and defend a key film in the representation of Indigenous dispossession and resistance in Canada
- 6) Engage meaningfully in experimentation, collaboration, and self-reflection

### **Methods of Instruction, Conduct and Expectations**

We will discuss the specifics of pertaining to this section of the syllabus in the first class. However, here is a general sense of how I see the course unfolding.

#### Class time:

We are scheduled to meet for 3 hours each week, 2 hours on Wednesdays (9:30-11:30) and 1 hour on Fridays (10:30-11:30). Generally, Wednesdays will be reserved for lecture and discussion, and Fridays for workshops.

#### Conduct and Expectations:

In the first class, we will create a collectively determine list of expectations for me, the professor, and a complementary list of expectations for you, the students.

### **Assessments and Evaluation**

In this course, there are 3 formal assessments: 1) a visioning project; 2) critical responses; 3) and a group project.

- **Visioning Project:** For this scaffolded assignment, you will work in stages to develop a manifesto for unsettling colonial research methodologies. Throughout the semester, you will submit three separate but related assignments:

- **Positionality Statement (p/f – 15%):** You will write a short 4-page statement outlining your social location as a researcher. **DUE:** Feb 4
- **Document Analysis (20%):** This assignment requires you to conduct an analysis of existing recommendations regarding research with Indigenous Peoples. Accordingly, you will critically analyze CURL's 'Decolonizing Research' module in OWL. **DUE:** Mar 11
- **Short Paper (30%):** This is not a traditional research paper; rather, you will write a 10-page Manifesto for Indigenous Research Methodologies. Building on the work done in your positionality statement and document analysis, you will use the course material to both unsettle colonial research methodologies and re-envision Indigenous research protocols. **DUE:** Apr 13
- **Critical Responses (p/f – 5% each):** You will write three critical responses, one for each of our three monographs (Murray Li; Bianet Castellanos; and West). These are short 250-word responses that provide a focused analysis of the main course texts. Each response should begin with an argumentative statement, provide supporting evidence from the text, demonstrate the relevance of your evidence to the argument, and conclude with a synthesizing statement. **DUE:** Mar 4; Mar 18; and Apr 1
- **Group Project – 'Huron Screens' (20%):** This final project will be conducted in small groups of 4-5 students. Each group will be assigned 1 of the 5 documentary films we will screen throughout the semester. You will work together to create a pre-recorded introduction, and you will each write a 1-minute defense of this film in the style of 'Canada Reads' or 'Canada Listens.' Your job is to convince the audience that your film is the single most important film on Indigenous Peoples and dispossession in Canada. **DUE:** Apr 8

### *Assignment Deadlines, Submission, and Grading*

I am of two minds about deadlines: 1) they should always be flexible to some degree to accommodate for when life happens; 2) they are absolutely necessary to keep us motivated, accountable, and vigilant against procrastination and perfectionism. Some people are very good at imposing deadlines intrinsically, while others rely on extrinsic motivation. Whatever your case, we will be imposing some soft deadlines and some hard deadlines in this course. All assignments should be submitted to the appropriate assignment page on OWL by 11:55pm on the suggested deadline. Assignments submitted after the deadline will receive a grade but no feedback. No assignments will be accepted after the final day of class without academic accommodations (this is a hard deadline).

### **Course Texts**

#### *Books*

- Castellanos, M. Bianet. 2020. *Indigenous Dispossession: Housing and Maya Indebtedness in Mexico*. Stanford University Press. (128pp)
- Murray Li, Tania. 2014. *Land's End: Capitalist Relations on Indigenous Frontiers*. (185pp)
- West, Paige. 2016. *Dispossession and the Environment: Rhetoric and Inequality in Papua New Guinea*. Columbia University Press. (152pp)
- Younging, Gregory. 2018. *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples*. Brush Education Inc. (39pp)

#### Films

- Obamsawin, Alanis, dir. 2012. *The People of the Kattawapiskak River*. (1hr 18mins)
- Richmond, Chantelle and James M. Fortier, dir. 2013. *Gifts from the Elders*. (1hr)
- Premo, Michael, dir. 2017. *Water Warriors*. (22mins)
- Rayher, Fiona and Damien Gillis, dir. 2015. *Fractured Land*. (1hr 15mins)
- St. John, Michelle, dir. 2016. *Colonization Road*. (49 mins)

## Course Schedule

### Week 1: Jan 12/14

#### Introductions, overview, and framing

- Course syllabus
- Manuel, Arthur. 2017. '**Chapters 4 & 5.**' *The Reconciliation Manifesto: Recovering the Land, Rebuilding the Economy*. James Lormier & Company Ltd. (pp. 67-74)
- 2018. '**FE1.2: This is Where it Begins.**' 18 July 2018. Future Ecologies. (56mins, podcast)

### Week 2: Jan 19/21

#### Defining and Historicizing Dispossession

- McNally, David. 2011. '**Chapter 5.**' *Global Slump: The Economics and Politics of Crisis and Resistance*. PM Press. (pp. 113-121, excerpt)
- Nichols, Robert. 2020. '**Introduction.**' *Theft is Property! Dispossession and Critical Theory*. Duke University Press. (pp. 1-15)
- Manuel, Arthur. 2017. '**Chapter 8.**' *The Reconciliation Manifesto: Recovering the Land, Rebuilding the Economy*. James Lormier & Company Ltd. (pp. 88-93)

### Week 3: Jan 26/28

#### Colonial and Indigenous Methodologies

- Tuck, Eve and K. Wayne Yang. '**Decolonization is not a metaphor.**' *Decolonization: Indigeneity, Education & Society* 1, no. 1 (2012): 1-10. (excerpt)
- Tuhiwai Smith, Linda. 1999. '**Chapters 3 & 6.**' *Decolonizing Methodologies: Research and Indigenous Peoples*. ZED Books. (pp. 67-90; 123-144)

### Week 4: Feb 2/4

### Representing Indigenous Peoples

- Younging, Gregory. 2018. '**Chapters 1-4 & 6.**' *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples*. Brush Education Inc. (pp. 1-29; 50-73)

### Week 5: Feb 9/11

#### Positions, Power

- Murray Li, Tania. 2014. '**Introduction & Chapter 1.**' *Land's End: Capitalist Relations on Indigenous Frontiers*. (pp. 1-57)
- 2019. '**What is land? A Conversation with Tania Murray Li, Rafael Marquese, and Monica White.**' 17 December 2019. Edge Effects. (56 min, podcast)

### Week 6: Feb 16/18

#### Work, Care, Enclosure

- Murray Li, Tania. 2014. '**Chapters 2-3.**' *Land's End: Capitalist Relations on Indigenous Frontiers*. (pp. 58-114)

### READING WEEK: February 19-27

### Week 7: Mar 2/4

#### Capitalism, Politics

- Murray Li, Tania. 2014. '**Chapter 4, 5 & Conclusion.**' *Land's End: Capitalist Relations on Indigenous Frontiers*. (pp. 115-185)

### Week 8: Mar 9/11

#### Housing Reform and Debt

- Castellanos, M. Bianet. 2020. '**Introduction, Chapters 1 & 2.**' *Indigenous Dispossession: Housing and Maya Indebtedness in Mexico*. Stanford University Press. (pp. 1-59)

### Week 9: Mar 16/18

#### From Credit to Eviction

- Castellanos, M. Bianet. 2020. '**Chapters 3-5, Epilogue.**' *Indigenous Dispossession: Housing and Maya Indebtedness in Mexico*. Stanford University Press. (pp. 60-127)

### Week 10: Mar 23/25

#### Tourism and Development

- West, Paige. 2016. '**Introduction, Chapters 1 & 2.**' *Dispossession and the Environment: Rhetoric and Inequality in Papua New Guinea*. Columbia University Press. (pp. 1-86)

### Week 11: Mar 30/Apr 1

#### Discovery and Indigenous Theory

- West, Paige. 2016. *'Chapters 3 & 4, Afterward.'* *Dispossession and the Environment: Rhetoric and Inequality in Papua New Guinea*. Columbia University Press. (pp. 87-160)

## **Week 12: Apr 6/8**

### **'Huron Screens' Competition and Public Screening**



## **Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022**

### **Mandatory Use of Masks in Classrooms**

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

### **Pandemic Contingency**

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:



- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf) are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

#### **(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

#### **(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the

maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

### **Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at [huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>  
Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>  
Academic Support & Engagement: <http://academicssupport.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)  
Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)  
Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.