

## UWINNIPEG COURSES THAT FULFILL THE INDIGENOUS COURSE REQUIREMENT (ICR)

*This list will continue to evolve as courses are approved as fulfilling the ICR. Please refer to the online calendar for most recent information.*

### **ANTHROPOLOGY (ANTH)**

#### **ANTH-2103 (3) Ethnography of North American First Peoples**

(3 hrs Lecture) This course surveys the cultures and societies of Aboriginal peoples in Canada and select regions of the United States from the beginnings of European contact to the present day. Topics include economy, social structure, mythology, religion, and culture change.

#### **ANTH-2160 (3) Indigenous People and the Industrial State**

(3 hrs Lecture) The course considers the situation of Indigenous peoples in the regions of Africa, the Americas, Asia and the Pacific. While these people have distinct cultural histories, their relations to nation-states are similar in important ways. Tensions between indigenous people and the industrial state centre on such issues as external market dependency, diversification, and size of the government sector. Students critique standard definitions of progress and efficiency. The implications of contemporary industrial development projects for the future of human societies are studied within the framework of the primal insights, values and definitions shared by Indigenous peoples throughout the globe.

**Cross-listed:** IDS-2160(3).

**Restrictions:** Students may not hold credit for this course and IDS-2160.

**Requisite Courses:** IDS-1100 or ANTH-1001 or ANTH-1002 or permission of the IDS Coordinator or Anthropology Chair (prerequisite).

#### **ANTH-3113 (3) Algonquian Ethnography**

(3 hrs Lecture) Students in this course read ethnographies, myths and oral histories in order to gain an understanding of the culture of Ojibwe and Cree peoples living in northern Manitoba and Ontario. A holistic approach is used to stress the interrelationship of traditional subsistence activities, spirituality, language and world view. Contemporary economic, social and political issues are also discussed to give students an appreciation of how traditional practices continue to be adapted to meet the challenges of contemporary life. Additional in-depth work is required to receive credit at the 4000 level.

**Cross-listed:** ANTH-4113(3).

**Restrictions:** Students may not hold credit for this course and ANTH-4113.

**Requisite Courses:** ANTH-2100 or permission of the instructor (prerequisite).

#### **\*ANTH-3127 (3) History of the Indigenous People of the Northern Plains**

(3 hrs Lecture) This lecture-seminar traces the history of Indigenous Peoples on the Northern Plains from the pre-contact period to the mid-20th century on both sides of the present Canadian-U.S. border. Ancient plains cultures, the introduction of European technologies, the fur trade, struggles for regional dominance and control over resources, advancing European settlement, and the establishment of reservations/reserve constitute the major topics of this lecture seminar. In a comparative approach, this course explores critical differences and similarities in Indigenous history on both sides of the Canadian and US border.

**Cross-listed:** HIST-3518(3).

**Restrictions:** Students may not hold credit for this course and HIST-3518.

#### **ANTH-4024 (3) Biocultural Diversity Conservation Balancing Scientific and Indigenous Knowledge Practices**

(3 hrs Seminar/Discussion) This course focuses on the interrelationship between indigenous peoples and their environment. Indigenous and local communities contribute with understanding, practices and innovations regarding the use and conservation of biodiversity and natural resources in diverse ecosystems. The value of indigenous knowledge is recognized in international agreements and efforts are made to integrate traditional ecological knowledge into conservation and management programs. The tensions arising from the confluence of indigenous and scientific knowledge, the opposition of different epistemological approaches, the increasing loss of bio diversity and indigenous cultures, the interconnectedness between biological and cultural diversity are the central themes of this course.

**Cross-listed:** IDS-4824(3) and IS-4024(3).

**Restrictions:** Honours Form Required. Students may not hold credit for this course and IDS-4824 | IS-4024.

**\*ANTH-4105 (6) Indigenous and Newcomers in Encounter: Special Topics**

(3 hrs Seminar/Discussion) This seminar will explore social and cultural interactions among Euro-Canadians and Indigenous peoples, paying particular attention to subarctic fur trade and mission contexts. After sampling recent writings in ethnohistory and Indigenous history, the course will draw on archival, visual, and oral records to offer some first-hand experience in dealing with primary source materials in this field of study.

**Cross-listed:** HIST-4570(6).

**Restrictions:** Honours Form Required. Students may not hold credit for this course and HIST-4570.

**ANTH-4113 (3) Algonquian Ethnography**

(3 hrs Lecture) Students in this course read ethnographies, myths and oral histories in order to gain an understanding of the culture of Ojibwe and Cree peoples living in northern Manitoba and Ontario. A holistic approach is used to stress the interrelationship of traditional subsistence activities, spirituality, language and world view. Contemporary economic, social and political issues are also discussed to give students an appreciation of how traditional practices continue to be adapted to meet the challenges of contemporary life. Additional in-depth work is required to receive credit at the 4000 level.

**Cross-listed:** ANTH-3113(3).

**Restrictions:** Honours Form Required. Students may not hold credit for this course and ANTH-3113.

**Requisite Courses:** ANTH-2100 or permission of the instructor (prerequisite).

**\*ANTH-4145 (3) Urban Aboriginal Seminar**

(3 hrs Lecture) This seminar examines selected topics dealing with urban Aboriginal issues. Topics may include the viability of urban Aboriginal governance, urban reserves, and Aboriginal education and economic development issues in the inner city. The issue of differing conceptions of Aboriginal representation and identity held by various Aboriginal organizations is a particularly challenging and contentious issue in the urban context. The portability and applicability of Aboriginal and treaty rights in the urban environment may also be explored. We may also analyze the unique problems created by the range of jurisdictional responsibilities towards Aboriginal people in the urban environment.

**Cross-listed:** IS-4445(3) and UIC-4445(3).

**Restrictions:** Honours Form Required. Students may not hold credit for this course and IS-4445 | UIC-4445.

**Requisite Courses:** A minimum of 6 credit hours in UIC courses or permission of the instructor (prerequisite).

**CONFLICT RESOLUTION STUDIES (CRS)**

**CRS-2443 (3) Conflict and Development Issues in Indigenous Communities**

(3 hrs Lecture) Within the broad frameworks of international development and conflict resolution studies, this course explores the dynamics of indigenous people globally, with special reference to the Canadian context. The course describes key elements of indigenous cultures and world views. It examines inter- and intra-group conflict and conflict resolution processes involving indigenous communities. Processes of marginalization and underdevelopment are presented in order to understand the indigenous communities' social, economic, and political situations. Strategies for community development and conflict resolution will be highlighted as means to achieve transformation.

**Cross-listed:** IDS-2443(3).

**Restrictions:** Students may not hold credit for this course and IDS-2443.

**Requisite Courses:** CRS-1200 or IDS-1100 or permission of the instructor (prerequisite).

**ECONOMICS (ECON)**

**ECON-2315 (3) Indigenous Economic Development**

(3hrs Lecture) This course provides an overview of economic development issues as they relate to Indigenous communities in Canada. The course begins with an overview of economic concepts to enable students to think about the economic issues in Indigenous communities. A historical overview and discussion of development strategies of the Federal government in Canada is provided. Students are then exposed to ways that land, labour and capital can stimulate economic development on and off reserves. Issues of natural resource development and urban reserves are discussed. The course concludes with case studies of economic development in Indigenous communities, highlighting the diversity of these initiatives across Canada.

**Requisite Courses:** ECON-1102 or ECON-1103 or ECON-1106 or permission of the instructor (prerequisite).

## **ENGLISH (ENGL)**

### **ENGL-3717 (3) or (6) Indigenous Literatures and Cultures**

(3 hrs Lecture) This course explores literary and other cultural texts by a range of Native Canadian and American authors, with a focus on texts produced during and after the 1960s. The course studies texts that address issues about individual, communal, and cultural loss and renewal through new ways of thinking, seeing, and imagining. In our explorations, we employ various reading strategies and engage contemporary critical/theoretical perspectives. Each version of the course may have a different emphasis.

**Cross-listed:** IS-3717 (3) or (6)

**Restrictions:** Students may not hold credit for this course and IS-3717.

**Requisite Courses:** 6 credit hours of First-year English, including ENGL-1001(6) or ENGL-1000(3) (prerequisite).

### **\*ENGL-3723 (3) or (6) Topics in Indigenous Texts and Cultures**

(3 hrs Lecture) This course examines Indigenous literary and other cultural productions, such as music, film, and art. In an era when racism and neo-colonialism continue to challenge First People's sovereignty, Indigenous artists, along with scholars, activists, and community members are contributing to Indigenous peoples' health, healing, and self-determination. The course emphasizes Indigenous values, knowledge, and theories. In a given year, students may focus on a specific artist, nation, genre, or period. Students should consult the English Department Handbook for a description of the course offered in a given year. This course may be repeated once for credit when the topic varies.

**Cross-listed:** IS-3723 (3) or (6)

**Restrictions:** Students may not hold credit for this course and IS-3723.

**Requisite Courses:** 6 credit hours of First-year English, including ENGL-1001(6) or ENGL-1000(3) (prerequisite).

### **\*ENGL-4717 (3) or (6) Topics in Indigenous Literary and Cultural Studies**

(3 hrs Lecture) This course focuses on a topic in the area of Indigenous literary and cultural studies. For example, it may focus on historical or contemporary representations of Indigenous people in a range of artistic and non-artistic texts. Or, the course may study Indigenous artistic and intellectual responses to themes such as the environment, neo-colonialism, violence against women, health, sovereignty, and reconciliation by considering a specific artist, nation, genre, or period. Please consult the English Department website for a detailed course description in any given year. This course may be repeated once when the topic varies.

**Cross-listed:** IS-4717 (3) or (6)

**Restrictions:** Honours Form Required. Students may not hold credit for this course and IS-4717.

**Requisite Courses:** You must have successfully completed 6 credit hours of First-year English, including ENGL-1001(6) or ENGL-1000(3) (prerequisite) ENGL-2142 or permission of the instructor (must be taken previously or at the same time as this course).

## **FRENCH (FREN)**

### **FREN-3609 (3) Decolonizing Voices: Francophone Indigenous Literature**

(3 hrs Lecture) This course examines the responses of Indigenous writers and artists (through novels, poems, plays, and movies) to colonial structures and colonial discourse in Canada. All works are read in French. Indigenous guests are invited to the class and the students are asked to attend events in the Indigenous community as part of their course requirement. Students finish the course with a good understanding of Canada's historic relationship with Indigenous Canadians and how colonialism still affects present relationships.

**Requisite Courses:** 6 credit hours of French Studies at the 2000 level, including FREN-2110(3) (prerequisite).

## **GEOGRAPHY (GEOG)**

### **GEOG-3512 (3) The Human Geography of Northern Canada**

(3 hrs Lecture) This course investigates contemporary issues in Canada's arctic and subarctic regions, focusing on the three territories: Yukon, Northwest Territories, and Nunavut. This region continues to be subjected to a variety of changes in the political, social and economic landscapes. The purpose of this course is to provide students insight into how these changes impact the human geography of northern Canada. Special attention is paid to ongoing and newsworthy issues.

**Requisite Courses:** GEOG-1102 or permission of the instructor (prerequisite).

## **HISTORY (HIST)**

### **HIST-1006 (3) Indigenous History to 1900: Origins, Contact, Colonialism**

(3 hrs Lecture) This course introduces students to the history of the Indigenous peoples of North America from the pre-contact period to the end of the nineteenth century. Major themes include the origins of Indigenous people, the diversity of Indigenous societies, contact experiences, and the impact of Christian missions, colonial warfare, treaties, and assimilationist policies. The course also addresses some of the traditional limitations of the discipline of history for interpreting the Indigenous past, and discusses the sources and methodologies that Indigenous and non-Indigenous historians have adopted in order to rethink Eurocentric interpretations

### **HIST-1007 (3) Indigenous History Since 1900: Racism, Resistance, Renewal**

(3 hrs Lecture) This course gives students the opportunity to explore themes and topics in modern Indigenous history from 1900 to the present. Course content focuses on the themes of Racism, Resistance and Renewal, and topics include: anti-Indigenous racism and inequality in education, health, and the law; histories of Indigenous agency and resistance in political movements, court action and everyday acts; and examples of efforts to define and enact decolonization such as cultural revitalization and repatriation. The course focuses on the history of Winnipeg and the surrounding area, while examples are also drawn from across Canada and the United States.

### **HIST-1008 (3) Colonial Genocides and Indigenous History**

(3 hrs Lecture) This course examines the impact of colonial violence on Indigenous peoples in North America from the early contact period until the era of residential schools. The course is not intended to be a comprehensive overview of all atrocities ever committed against Indigenous peoples. Instead, this course examines a selected number of massacres, genocides, and episodes of ethnic cleansing in depth. The course also addresses some of the traditional limitations of the discipline of history for interpreting the Indigenous past, and discusses the sources and methodologies that Indigenous and non-Indigenous historians have adopted in order to rethink Eurocentric interpretations.

### **\*HIST-2510 (3) Indigenous Peoples of Canada to 1815**

(3 hrs Lecture) This course traces Indigenous history down to the War of 1812 era. We discuss the period preceding Indigenous contact with Europeans to set the context for the main part of the course, an extensive examination of the post-contact era. The course concludes by exploring the shift in government and popular perceptions of Indigenous people from ally and partner to problem and hindrance. The course considers diverse sources and methods for interpreting this history.

**Restrictions:** Students may not hold credit for this course and HIST-2509 | HIST-2511 | HIST-3509 | HIST-3509\_6.

### **\*HIST-2511 (3) Indigenous Peoples of Canada since 1815**

(3 hrs Lecture) This course traces the development of Indigenous history since the War of 1812. Beginning with the post-War period, the course examines the shifting policies and attempts by colonial governments to direct the assimilation of Indigenous people. Topics include the development of civilization and assimilation policies, origin and continuance of treaties, land claims, residential schools, Indian Act development, reservations, royal commissions, the 1969 White Paper, and recent court decisions. Emphasis is placed on Indigenous efforts to maintain cultural and national self-determination while facing these policies. We consider the diverse sources and methods for interpreting this history, with a focus on the documentary record.

**Restrictions:** Students may not hold credit for this course and HIST-2509 | HIST-2510 | HIST-3509 | HIST-3509\_6.

### **\*HIST-2516 (3) History of Indigenous Education: Residential Schools & Beyond**

(3 hrs Lecture) This course explores the history of Indigenous education with a special focus on the history of residential schools. Topics include the nature of the church-state relationships that fostered the schools; architecture and physical conditions; academic programs and manual labour; resistance from students and relatives; and the process of forgetting and remembering the schools. It also covers the historical/political context in which the residential school system developed, expanded then declined; including policies of enfranchisement, assimilation, and integration and then the return of Indian control of Indian Education. Focus is on the Canadian context but the class may also consider transnational and comparative perspectives.

**\*HIST-3518 (3) History of the Indigenous People of the Northern Plains**

(3 HRS Lecture) This lecture-seminar traces the history of Indigenous Peoples on the Northern Plains from the pre-contact period to the mid-20th century on both sides of the present Canadian-U.S. border. Ancient plains cultures, the introduction of European technologies, the fur trade, struggles for regional dominance and control over resources, advancing European settlement, and the establishment of reservations/reserve constitute the major topics of this lecture seminar. In a comparative approach, this course explores critical differences and similarities in Indigenous history on both sides of the Canadian and US border.

**Cross-listed:** ANTH-3127(3).

**Restrictions:** Students may not hold credit for this course and ANTH-3127.

**\*HIST-3519 (3) Indigenous Peoples and Treaties**

(3 HRS Lecture) This course examines treaties and treaty-making between indigenous peoples and European colonial powers and their successor states from the early colonial period to the late nineteenth century. Topics include European claims to the Americas, European and indigenous ways of treaty making, indigenous concepts of land-ownership, United States and Canadian treaty policies, treaty making in Australia and New Zealand, and the enduring struggles for treaty rights by indigenous peoples. A number of treaties are analyzed in class as historical documents.

**\*HIST-3523 (3) Indigenous Women's History**

(3 hrs Lecture) This course examines Metis, Inuit and First Nations women's history in Canada. The course covers a variety of themes, including Indigenous women's health, labour and education history; histories of sexual, legal, and social regulation of Indigenous women; and formal, informal, local and national women's organizations. Students also engage in historical interpretation of a variety of different kinds of historical evidence and consider the creative work of Indigenous women in diverse cultural fields including art, film, music and literature.

**Cross-listed:** IS-3523(3) and WGS-3523(3).

**Restrictions:** Students may not hold credit for this course and IS-3523 | WGS-3523.

**\*HIST-3525 (3) History of the Metis People of Canada**

(3 hrs Lecture) This lecture/seminar course traces the history of people of mixed Indigenous/European descent from their origins in New France and the fur trade to the modern period. Special attention is given to family and community history. Comparative studies help us understand why a Metis political and ethnic consciousness develops in some settings but not in others.

**\*HIST-3814 (3 or 6) Indigenous Arts**

(3 hrs Lecture) This lecture/seminar course offers an introduction to the arts of Indigenous peoples with a focus on contemporary First Nations and Métis art in Canada. Students explore critical approaches to the social and political issues surrounding tradition, appropriation, modernity, and personal identity in our survey of visual art. Forms examined may include painting, sculpture, print making, installation, dance, music, theatre, new media, and performance. Local artists, exhibitions, and collections offer students first-hand experience of current art production in Manitoba.

**\*HIST-4570 (6) Indigenous and Newcomers in Encounter: Special Topics**

(3 hrs Seminar/Discussion) This seminar will explore social and cultural interactions among Euro-Canadians and Indigenous peoples, paying particular attention to subarctic fur trade and mission contexts. After sampling recent writings in ethnohistory and Indigenous history, the course will draw on archival, visual, and oral records to offer some first-hand experience in dealing with primary source materials in this field of study.

**Cross-listed:** ANTH-4105(6).

**Restrictions:** Honours Form Required. Students may not hold credit for this course and ANTH-4105.

**INTERNATIONAL DEVELOPMENT STUDIES (IDS)**

**IDS-2160 (3) Indigenous People and the Industrial State**

(3 hrs Lecture) The course considers the situation of Indigenous peoples in the regions of Africa, the Americas, Asia and the Pacific. While these people have distinct cultural histories, their relations to nation-states are similar in important ways. Tensions between indigenous people and the industrial state centre on such issues as external market dependency, diversification, and size of the government sector. Students critique standard definitions of progress and efficiency. The

implications of contemporary industrial development projects for the future of human societies are studied within the framework of the primal insights, values and definitions shared by Indigenous peoples throughout the globe.

**Cross-listed:** ANTH-2160(3).

**Restrictions:** Students may not hold credit for this course and ANTH-2160.

**Requisite Courses:** IDS-1100, ANTH-1001 or ANTH-1002 or permission of the instructor (prerequisite).

### **\*IDS-2443 (3) Conflict and Development Issues in Indigenous Communities**

(3 hrs Lecture) Within the broad frameworks of international development and conflict resolution studies, this course explores the dynamics of indigenous people globally, with special reference to the Canadian context. The course describes key elements of indigenous cultures and world views. It examines inter- and intra-group conflict and conflict resolution processes involving indigenous communities. Processes of marginalization and underdevelopment are presented in order to understand the indigenous communities' social, economic, and political situations. Strategies for community development and conflict resolution will be highlighted as means to achieve transformation.

**Cross-listed:** CRS-2443(3).

**Restrictions:** Students may not hold credit for this course and CRS-2443.

**Requisite Courses:** IDS-1100 or CRS-1200 or permission of the instructor (prerequisite).

### **IDS-2804 (3) Global Perspectives on Indigenous Societies, Spiritualities, and the Environment**

(3 hrs Lecture) This course explores the spiritual traditions of Indigenous cultures throughout the world. For example, we examine the role of elders and shamans in various aboriginal societies, their understandings of the environment in which they live, and their various expressions of spirituality. The course discusses the recognition of Indigenous rights at the United Nations and its implications for preserving land, cultures and spiritualities. Finally, students reflect on the effect of development on Indigenous lands and how that is affecting Indigenous societies and their traditional belief systems.

**Cross-listed:** REL-2804(3).

**Restrictions:** Students may not hold credit for this course and REL-2804.

### **IDS-4824 (3) Biocultural Diversity Conservation Balancing Scientific and Indigenous Knowledge Practices**

(3 hrs Seminar/Discussion) This course focuses on the interrelationship between indigenous peoples and their environment. Indigenous and local communities contribute with understanding, practices and innovations regarding the use and conservation of biodiversity and natural resources in diverse ecosystems. The value of indigenous knowledge is recognized in international agreements and efforts are made to integrate traditional ecological knowledge into conservation and management programs. The tensions arising from the confluence of indigenous and scientific knowledge, the opposition of different epistemological approaches, the increasing loss of bio diversity and indigenous cultures, the interconnectedness between biological and cultural diversity are the central themes of this course.

**Cross-listed:** ANTH-4024(3), IS-4024(3).

**Restrictions:** Honours Form Required. Students may not hold credit for this course and ANTH-4024 | IS-4024.

## **INDIGENOUS STUDIES (IS)**

### **\*IS-1010 (3) Indigenous Ways of Knowing**

(3 hrs Lecture) Large numbers of Indigenous peoples settling in Winnipeg, and in core neighbourhoods, suggest that students studying urbanism need to be aware that the city and critical issues in the inner-city can be interpreted differently. This course offers an introduction to Indigenous ways of knowing through active participation in strategies that facilitate the production of Aboriginal knowledge and through comparisons with Euro-American ways of knowing. By taking part in basic ceremony and related practices, students gain an understanding of how First Peoples of Manitoba relate to each other, to the land, to other animals, and to the world.

**Cross-listed:** UIC-1010(3).

**Restrictions:** Students may not hold credit for this course and UIC-1010.

### **\*IS-1016 (3) Intro to Indigenous Studies: Art, Culture and History**

(3 hrs Lecture) This course provides an introduction to Indigenous art, culture and history in North America. Starting with the pre-contact indigenous societies, students explore the richness and diversity of indigenous cultures as they evolved out of

different eco-systems from Central America up to Canada's Arctic. Using Indigenous ontologies and epistemologies as a starting point, the course provides an alternative view of colonial history as well as the post-colonial struggle of indigenous peoples for their own identity, place and belonging in contemporary society. Restriction: Students with credit in IS-1015 may not receive credit for IS-1016.

**Experimental Course** - This course is offered on a trial basis to gauge interest in the topic. Students who successfully complete this course receive credit as indicated.

**Restrictions:** Students may not hold credit for this course and IS-1015.

### **\*IS-1017 (3) Intro to Indigenous Studies: Politics and Governance**

(3 hrs Lecture) This course provides an introduction to the politics, economics and governance of indigenous peoples in Canada. These systems developed in distinctive ecological contexts that shaped the way these cultures learned to thrive in relationship to all other living things. The course begins with an introduction to the ontologies and epistemological foundations of thought then explores the historical evolution of the economic and political relationship between indigenous peoples (First Nation, non-status and Metis) and the nation state in Canada. Key topics include: the Royal Proclamation, the Treaties, Indigenous people and the Supreme Court of Canada, the Indian Act and Residential schools.

**Note:** Students with credit in IS-1015 may not receive credit for IS-1017.

**Experimental Course** - This course is offered on a trial basis to gauge interest in the topic. Students who successfully complete this course receive credit as indicated.

### **\*IS-2020 (3) Colonization and Aboriginal Peoples**

(3 hrs Lecture) This course examines the Aboriginal colonial experience, particularly in Western Canada, and the impact colonization has had and continues to have on the relationship between Aboriginal peoples and Canadian governments. This course emphasizes the contemporary effects of colonization, particularly as regards identity issues and how they play out in the urban and inner-city environment, and also processes and strategies for Decolonization.

**Cross-listed:** POL-2020(3) and UIC-2020(3).

**Restrictions:** Students may not hold credit for this course and UCI-2020 | POL-2020.

### **\*IS-2040 (3) Indigenous Women and Resilience**

(3 hrs Lecture) The contributions and resilience of Indigenous (First Nations, Métis, Inuit) women have become increasingly well known in the North American and international political, economic, and cultural arenas. Contrary to historical representations and stereotypes, Indigenous and Métis women have been leading advocates, actors, and activists in Indigenous struggles for centuries, making significant contributions to their families, communities, and nations. Of importance are the policies that reflect changing perceptions and approaches to the "Indian problem," with particular focus on gender. Students develop critical thinking skills as we consider stereotypes and the impact they have on law and Indigenous rights in Canada and internationally.

**Requisite Courses:** IS-1015 or IS-1016 and IS-1017 (prerequisite).

### **\*IS-3125 (3) Intergenerational Legacy of Residential Schools**

(3 hrs Lecture) The residential school system was a mandatory school system for all Aboriginal children. The objective of these schools was to extinguish Aboriginal culture and language from the Canadian landscape. The first school opened in the late 1800's and the last school closed in the 1980's. The result from this long history is a legacy that impacts all Canadians and Aboriginal peoples. This course examines the impact of the residential school system in a variety of areas such as the loss of language and culture, loss of parenting skills, (especially mothering), as well as settler and Aboriginal relations.

**Cross-listed:** UIC-3125(3)

**Restrictions:** Students may not hold credit for this course and UIC-3125.

**Requisite Courses:** IS-1015 or IS-1016 and IS-1017 (prerequisite).

### **\*IS-3523 (3) Indigenous Women's History**

(3 hrs Lecture) This course examines Metis, Inuit and First Nations women's history in Canada. The course covers a variety of themes, including Indigenous women's health, labour and education history; histories of sexual, legal, and social regulation of Indigenous women; and formal, informal, local and national women's organizations. Students also engage in historical interpretation of a variety of different kinds of historical evidence and consider the creative work of Indigenous women in diverse cultural fields including art, film, music and literature.

**Cross-listed:** HIST-3523(3) and WGS-3523(3).

**Restrictions:** Students may not hold credit for this course and HIST-3523 | WGS-3523.

### **IS-3717 (3) or (6) Indigenous Literatures and Cultures**

(3hrs Lecture) This course examines the Indigenous literatures and cultures of North America. Students study early forms of Indigenous expression as well as writings produced after the Indigenous "renaissance" of the late 1960s. Focusing on works by established and emerging writers, the course emphasizes Indigenous values, knowledges, and theories while paying attention to the key concepts, critical debates and recent directions in the field of Indigenous literary studies today. Each version of the course may have a different emphasis. Students should consult the English Department website for a detailed course description any given year.

**Cross-listed:** English ENGL-3717 (3) or (6)

**Restrictions:** Students may not hold credit for this course and ENGL-3717.

### **\*IS-3723 (3) or (6) Topics in Indigenous Texts and Cultures**

(3 hrs Lecture) This course examines Indigenous literary and other cultural productions, such as music, film, and art. In an era when racism and neo-colonialism continue to challenge First People's sovereignty, Indigenous artists, along with scholars, activists, and community members are contributing to Indigenous peoples' health, healing, and self-determination. The course emphasizes Indigenous values, knowledge, and theories. In a given year, students may focus on a specific artist, nation, genre, or period. Students should consult the English Department Handbook for a description of the course offered in a given year. This course may be repeated once for credit when the topic varies.

**Cross-listed:** ENGL-3723 (3) or (6)

**Restrictions:** Students may not hold credit for this course and ENGL-3723.

### **IS-4024 (3) Biocultural Diversity Conservation Balancing Scientific and Indigenous Knowledge Practices**

(3 hrs Seminar/Discussion) This course focuses on the interrelationship between indigenous peoples and their environment. Indigenous and local communities contribute with understanding, practices and innovations regarding the use and conservation of biodiversity and natural resources in diverse ecosystems. The value of indigenous knowledge is recognized in international agreements and efforts are made to integrate traditional ecological knowledge into conservation and management programs. The tensions arising from the confluence of indigenous and scientific knowledge, the opposition of different epistemological approaches, the increasing loss of bio diversity and indigenous cultures, the interconnectedness between biological and cultural diversity are the central themes of this course.

**Cross-listed:** IDS-4824(3) and ANTH-4024(3).

**Restrictions:** Honours Form Required. Students may not hold credit for this course and ANTH-4024 | IDS-4824.

**Requisite Courses:** IS-1015 or IS-1016 and IS-1017 (prerequisite).

### **\*IS-4025 (3) Indigenous Languages: Culture, Rights and Conflicts**

(3 hrs Seminar/Discussion) Indigenous languages are an integral part of Indigenous peoples' identity, worldview and culture. It is however, currently estimated that up to ninety per cent of the world's Indigenous languages are likely to disappear by the end of the century. This course is designed to give students an overview of Indigenous language issues related to culture, advocacy, revitalization, and resistance. Students are encouraged to critically compare and contrast the treatment of Indigenous languages through legislation, policy, grassroots activism, and educational and systemic efforts in countries such as Canada, the United States, New Zealand, Norway, and Sweden.

**Cross-listed:** LING-4025

**Restrictions:** Honours Form Required. Students may not hold credit for this course and LING-4025.

**Requisite Courses:** IS-1015 or IS-1016 and IS-1017 (prerequisite).

### **IS-4026 (3) Indigenous Food Security**

(3 hrs Lecture) Community food security provides a rich diversity of self-organized food systems to improve, maintain and enhance health, well-being, resilience and ecological sustainability, originated and nurtured by Indigenous and other marginalized communities. By examining Canadian and international case studies as well as empirical research on Indigenous voices, knowledges and perspectives on their own food systems, this course critically engages students with the concepts, approaches, practices and challenges of Indigenous food production, consumption and distribution and their role in achieving community food security.

### **\*IS-4445 (3) Urban Aboriginal Seminar**

(3 hrs Lecture) This seminar examines selected topics dealing with urban Aboriginal issues. Topics may include the viability of urban Aboriginal governance, urban reserves, and Aboriginal education and economic development issues in the inner city. The



issue of differing conceptions of Aboriginal representation and identity held by various Aboriginal organizations is a particularly challenging and contentious issue in the urban context. The portability and applicability of Aboriginal and treaty rights in the urban environment may also be explored. We may also analyze the unique problems created by the range of jurisdictional responsibilities towards Aboriginal people in the urban environment.

**Cross-listed:** ANTH-4145(3) and UIC-4445(3).

**Restrictions:** Honours Form Required. Students may not hold credit for this course and ANTH-4145 | UIC-4445.

**Requisite Courses:** A minimum of 6 credit hours in UIC courses or permission of the instructor (prerequisite).

### **\*IS-4717 (3) or (6)      Topics in Indigenous Literary and Cultural Studies**

(3 hrs Lecture) This course focuses on a topic in the area of Indigenous literary and cultural studies. For example, it may focus on historical or contemporary representations of Indigenous people in a range of artistic and non-artistic texts. Or, the course may study Indigenous artistic and intellectual responses to themes such as the environment, neo-colonialism, violence against women, health, sovereignty, and reconciliation by considering a specific artist, nation, genre, or period. Please consult the English Department website for a detailed course description in any given year. This course may be repeated once when the topic varies.

**Cross-listed:** ENGL-4717 (3) or (6)

**Restrictions:** Honours Form Required. Students may not hold credit for this course and ENGL-4717.

**Requisite Courses:** You must have successfully completed 6 credit hours of First-year English, including ENGL-1001(6) or ENGL-1000(3) (prerequisite) ENGL-2142 or permission of the instructor (must be taken previously or at the same time as this course).

## **LINGUISTICS (LING)**

### **\*LING-4025 (3)      Indigenous Languages: Culture, Rights and Conflicts**

(3 hrs Seminar/Discussion) Indigenous languages are an integral part of Indigenous peoples' identity, worldview and culture. It is however, currently estimated that up to ninety per cent of the world's Indigenous languages are likely to disappear by the end of the century. This course is designed to give students and overview of Indigenous language issues related to culture, advocacy, revitalization, and resistance. Students are encouraged to critically compare and contrast the treatment of Indigenous languages through legislation, policy, grassroots activism, and educational and systemic efforts in countries such as Canada, the United States, New Zealand, Norway, and Sweden.

**Cross-listed:** IS-4025

**Restrictions:** Honours Form Required. Students may not hold credit for this course and IS-4025.

**Requisite Courses:** IS-1015 or IS-1016 and IS-1017 (prerequisite).

## **POLITICAL SCIENCE (POL)**

### **\*POL-2020 (3)      Colonization and Aboriginal Peoples**

(3 hrs Lecture) This course examines the Aboriginal colonial experience, particularly in Western Canada, and the impact colonization has had and continues to have on the relationship between Aboriginal peoples and Canadian governments. This course emphasizes the contemporary effects of colonization, particularly as regards identity issues and how they play out in the urban and inner-city environment, and also processes and strategies for Decolonization.

**Cross-listed:** UIC-2020(3) and IS-2020(3).

**Restrictions:** Students may not hold credit for this course and IS-2020 | UIC-2020.

### **\*POL-3400 (3)      Aboriginal Politics in Canada**

(3 hrs Lecture) This course examines the evolution of Canadian policy on aboriginal peoples, and in particular The Indian Act. It considers the development of aboriginal political organizations, and current struggles around land claim and self-government.

**Restrictions:** Students may not hold credit for this course and POL-3433.

### **\*POL-3405 (3)      Aboriginal Politics in Manitoba**

(3 hrs Lecture) This course examines selected political issues of importance to aboriginal peoples in Manitoba. Topics may include self-government, northern development, urbanization, aboriginal women, land claims, Metis claims, and others.

**Restrictions:** Students may not hold credit for this course and POL-3434.

**\*POL-3411 (3)                    Aboriginal People and the Law I**

(3 hrs Lecture) This course begins with an examination of the constitutional status of Canadian native people, from the Royal Proclamation of 1763 to the Charter of Rights and Freedoms. It includes discussions of both federal and provincial powers and responsibilities in regard to native people and also of native government. Specific topics addressed will include, but not be limited to, native land rights, hunting, taxation, young offenders and child and family law.

**Restrictions:** Students may not hold credit for this course and POL-3426.

**\*POL-3415 (3)                    Aboriginal People and the Law II**

(3 hrs Lecture) This course focuses on initiatives undertaken to make the Canadian justice system more compatible with aboriginal cultures and needs. It includes, but is not limited to, issues such as cultural genocide, treaty rights, and extinction and socio-economic developments such as sentencing circles, mediation in child welfare, separate school boards, the Northern Flood Agreement and the creation of Nunavut.

**Restrictions:** Students may not hold credit for this course and POL-3427.

**POL-4440 (6)                    Seminar in Aboriginal Politics**

(3 hrs Lecture) This seminar examines selected aspects of Aboriginal Politics. Topics may include issues of self-governance and band management, issues facing aboriginal people in urban settings, gender in aboriginal communities, social policy issues, resource management issues, the politics of aboriginal organizations, and land claim and treaty negotiations.

**Restrictions:** Honours Form Required.

**Requisite Courses:** One 3 credit hour course in Area 4, Canadian Politics, or permission of the instructor (prerequisite).

**RELIGION AND CULTURE (REL)**

**\*REL-2801 (3)                    Introduction to Indigenous Spirituality**

(3hrs Lecture) This course provides an introduction to the plurality of Indigenous religious traditions in North America and the diversity, complexity, and vitality of these traditions. Included in the course content is an understanding of traditional ceremonies, cosmology or worldview, creation stories and other narrative forms, cultural values, healers, and medicine. Special attention is given to Anishinaabe, Omushkego, and Dakota traditions.

**REL-2802 (3)                    Indigenous and Christian Encounter**

(3hrs Lecture) This course will explore Indigenous Spirituality in the context of the encounter between Christianity and the traditional religions of the Indigenous peoples of Canada from first contact to the present. Topics will include missionary societies, residential schools and historical and contemporary responses to the Christian tradition. Special attention will be given to Anishnabe, Omushkego, and Dakota traditions.

**Restrictions:** Students may not hold credit for this course and REL-2805.

**\*REL-2803 (3)                    Indigenous Sacred Narratives**

(3 hrs Lecture) In Indigenous traditions, storytelling is an important means by which cultural values, traditional knowledge and worldviews are taught. In this course, students are introduced to the vast corpus of sacred narratives found in Indigenous religious traditions in the Americas. Narratives are examined to identify mythic themes/story types, human and non-human characters, cultural values, and traditional teachings. Indigenous and academic concepts are used to understand the importance and meaning of sacred narratives. Methodological and interpretive issues in the study of myth are explored.

**REL-2804 (3)                    Global Perspectives on Indigenous Societies, Spiritualities, and the Environment**

(3 hrs Lecture) This course explores the spiritual traditions of Indigenous cultures throughout the world. For example, we examine the role of elders and shamans in various aboriginal societies, their understandings of the environment in which they live, and their various expressions of spirituality. The course discusses the recognition of Indigenous rights at the United Nations and its implications for preserving land, cultures and spiritualities. Finally, students reflect on the effect of development on Indigenous lands and how that is affecting Indigenous societies and their traditional belief systems.

**Cross-listed:** IDS-2804(3).

**Restrictions:** Students may not hold credit for this course and IDS-2804.

### **REL-3802 & 4802 (3) Indigenous Healers**

(3 hrs Seminar/Discussion) This course focuses on the religious/spiritual leaders who are often referred to as medicine men/women or shamans. These individuals primarily function as healers but may also serve as Elders, prophets, priests, philosophers, intellectuals, mystics, artists, poets, and musicians, among other roles. This course examines the historical and contemporary place of these highly respected persons in Indigenous religious traditions.

**Restrictions:** Students may not hold credit for REL-3802 and REL-4802.

**Requisite Courses:** REL-2801 or REL-2802 or REL-2803 or permission of the instructor (prerequisite).

### **REL-3803 & 4803 (3) Indigenous Women's Teachings**

(3 hrs Seminar/Discussion) Indigenous worldviews and ceremonies are, in general, gender inclusive. However, certain ceremonies and teachings, often referred to as "women's teachings", are specific to Indigenous women. In addition, due to historical circumstances, the importance of women in worldview and ceremony has often been overlooked or sublimated in the written sources. This course examines the teachings, ceremonies, and issues related to Indigenous women. Written sources by and about Indigenous women and Indigenous women's teachings are examined and local Indigenous women Elders and traditional people are invited to speak to the class as oral sources.

**Restrictions:** Students may not hold credit for REL-3803 and REL-4803.

**Requisite Courses:** REL-2801, REL-2802, or REL-2803 (prerequisite).

### **REL-3804 & 4804 (3) Indigenous Spirituality: Research Methods**

(3 hrs Seminar/Discussion) This course focuses on research methods and sources for the study of Indigenous spirituality. Sources include published and unpublished written material and oral narratives. Critical perspectives and ethical issues related to the study of Indigenous spirituality and research with Elders and Indigenous people are examined. Guidelines established by the Social Sciences and Humanities Research Council related to the development of an Indigenous Research Paradigm, or a decolonizing approach to research and scholarship are discussed. During the term, students develop their own research projects in consultation with the professor.

**Restrictions:** Students may not hold credit for REL-3804 and REL-4804.

**Requisite Courses:** REL-2801 or REL-2802 or REL-2803 (prerequisite).

## **RHETORIC, WRITING, AND COMMUNICATIONS (RHET)**

### **RHET-2141 (3) Representations of Indigeneity**

This course investigates the representation of Indigenous peoples in contemporary and historical forms of public communication such as text books, scholarship, government documents, internet, television, news media and public awareness campaigns, and how these representations contribute to perpetuating, challenging, or dispelling racist stereotypes and colonization practices. There will be an emphasis on writing by emerging and established Indigenous writers and scholars on themed topics such as business and economics, history, politics, art, social movements, environment, and education. Students taking a major in Rhetoric and Communications must complete Academic Writing before taking this course.

## **SOCIOLOGY (SOC)**

### **SOC-3123 (3) Crime, Victimization, and Justice in Aboriginal Communities**

(3 hrs Lecture) This course involves the study of adult and youth crime, victimization and justice in Aboriginal communities. It involves the study of various types of programs (e.g., sentencing circles) developed by Aboriginal communities to facilitate culturally appropriate justice programs and their impact upon community development.

**Requisite Courses:** SOC-1101 (Declared majors in Indigenous Studies may have the requisite waived by obtaining permission of the Sociology Department Chair)(prerequisite).

## **URBAN AND INNER CITY STUDIES (UIC)**

### **\*UIC-1010 (3) Indigenous Ways of Knowing**

(3 hrs Lecture) Large numbers of Indigenous peoples settling in Winnipeg, and in core neighbourhoods, suggest that students studying urbanism need to be aware that the city and critical issues in the inner-city can be interpreted differently. This course offers an introduction to Indigenous ways of knowing through active participation in strategies that facilitate the production of Aboriginal knowledge and through comparisons with Euro-American ways of knowing. By taking part in basic ceremony and

related practices, students gain an understanding of how First Peoples of Manitoba relate to each other, to the land, to other animals, and to the world.

**Cross-listed:** IS-1010(3).

**Restrictions:** Students may not hold credit for this course and IS-1010.

### **UIC-2010 (3) Métis Identity, Culture, and Rights**

(2 hrs Lecture & 1 hr Seminar/Discussion) This course, an overview of Métis culture, history, and governance, explores current issues faced by the Métis. Significant court cases such as the historic Manitoba Métis Federation Land Claims case, the Powley, Goodon, and Daniels cases are examined as well as federal and provincial issues such as jurisdiction and funding inequalities.

The aim is to provide students with a better understanding of the Métis Nation and specifically the Manitoba Métis community.

**Restrictions** Students who have credit for UIC 3100, Issues in Urban and Inner-City Studies, when the topic was Metis Identity, Culture, and Rights cannot take this course for credit.

### **\*UIC-2020 (3) Colonization and Aboriginal Peoples**

(3 hrs Lecture) This course examines the Aboriginal colonial experience, particularly in Western Canada, and the impact colonization has had and continues to have on the relationship between Aboriginal peoples and Canadian governments. This course emphasizes the contemporary effects of colonization, particularly as regards identity issues and how they play out in the urban and inner-city environment, and also processes and strategies for Decolonization.

**Cross-listed:** POL-2020(3) and IS-2020(3).

**Restrictions:** Students may not hold credit for this course and IS-2020 | POL-2020.

### **UIC-3060 (3) Confronting Racism in the Inner City**

(3 hrs Seminar/Discussion) This course helps students understand what racism is, how it's expressed in Winnipeg's inner city, and what factors contribute to its existence. The course provides practical tools for confronting racism; awareness and skill-building around dealing with internalized racism; and guidelines to becoming an ally with those experiencing the brunt of oppression racism creates. The course emphasizes student participation and discussion and in-depth analysis of ideologies that underlie race-based practices, specifically with respect to Indigenous populations.

**Restrictions:** Students who have credit for Issues in Urban & Inner City Studies UIC-3100, when the topic was Confronting Racism, cannot take this course for credit.

**Requisite Courses:** UIC 1001 or UIC 2020 (prerequisite).

### **\*UIC-4445 (3) Urban Aboriginal Seminar**

(3 hrs Lecture) This seminar examines selected topics dealing with urban Aboriginal issues. Topics may include the viability of urban Aboriginal governance, urban reserves, and Aboriginal education and economic development issues in the inner city. The issue of differing conceptions of Aboriginal representation and identity held by various Aboriginal organizations is a particularly challenging and contentious issue in the urban context. The portability and applicability of Aboriginal and treaty rights in the urban environment may also be explored. We may also analyze the unique problems created by the range of jurisdictional responsibilities towards Aboriginal people in the urban environment.

**Cross-listed:** ANTH-4145(3) and IS-4445(3).

**Restrictions:** Honours Form Required. Students may not hold credit for this course and ANTH-4145 | IS-4445.

**Requisite Courses:** A minimum of 6 credit hours in UIC courses or permission of the instructor (prerequisite).

## **WOMEN'S AND GENDER STUDIES (WGS)**

### **\*WGS-3523 (3) Indigenous Women's History**

(3 hrs Lecture) This course examines Metis, Inuit and First Nations women's history in Canada. The course covers a variety of themes, including Indigenous women's health, labour and education history; histories of sexual, legal, and social regulation of Indigenous women; and formal, informal, local and national women's organizations. Students also engage in historical interpretation of a variety of different kinds of historical evidence and consider the creative work of Indigenous women in diverse cultural fields including art, film, music and literature.

**Cross-listed:** HIST-3523(3) and IS-3523(3).

**Restrictions:** Students may not hold credit for this course and HIST-3523 | IS-3523.