

IES*4020 Indigenous Environmental Science Reflective Capstone

Semester: W26

Lecture/Lab Hours: 3-0

Academic Unit: SES

Credit Weight: 0.50

Prerequisite: IES*4000 Indigenous Environmental Science: Methodologies in Practice

Co-requisite: IES*4010 Indigenous Environmental Science Project

Restrictions: Enrolment in the BIES

Equates: n/a

Distance Education: n/a

Experiential Learning: Applied Research, Community Engaged Learning, Applied Research

Methods of Presentation: Seminar

Land Acknowledgement

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Metis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Metis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

1. Course Details

Instructor: Dr. Lauren Sneyd

Lsneyd@uoguelph.ca

Class: Wednesday 10:30-12:30

Location: Arboretum Sunroom and Nature Centre

1.1 Calendar Description

This course provides an opportunity for students to build, using multiple methodological approaches and perspectives, an integrated synthesis of the knowledge and skills gained during the program. Students will explore their own positionality with respect to environmental science and practice and engagement with Indigenous communities by reflecting on their personal journey. The course will challenge students to address the question, *“How do I take all*

that I have learned about Indigenous environmental science and practice and put this into a comprehensive whole that I can use my future life, employment or study?"

1.2 Course Description

This course provides students an opportunity to explore their understanding of Indigenous environmental science and practice and their personal relationship to Indigeneity, the environment, science and practice. Students will reflect on the sum of their undergraduate learning and experiences, assess their skills and knowledge inventories and consider their own positionality with respect to Indigenous spaces and ways of being in nature. Students will critically reflect on the connections they have developed with Indigenous and non-Indigenous practitioners and communities.

The content of the course will be built around the journal/e-portfolio in which the students have documented their experiences over the course of the program. Students will consider how their perspectives, values and understanding have evolved over the course of the program and identify key insights and capacities they have acquired. We will also engage with indigenous environmental fiction as a capstone exploration of how indigenous perspectives on the environment are shared. Students will be invited to share self-selected components of their reflections using a variety of modes – written, oral, graphic or performance.

2. Learning Resources

2.1 Required Resources

King, Thomas. 2017. *The Back of the Turtle: A Novel*. Harper Perennial.

Laestadius, Ann-Hélén Translated by Rachel Willson-Broyles. 2023. *Stolen*. Canada: Scribener.

Waubgeshig, Rice 2018. *Moon Of The Crusted Snow: A Novel*. Ontario: ECW Press.

Suggested readings available on Ares and on courselink:

Asch, Michael, John Borrows, and James Tully (Editors). *Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings*. University of Toronto Press, 2018..

McGregor, Deborah, et al. *Indigenous Research: Theories, Practices, and Relationships*. Canadian Scholars' Press, 2018.

Younging, Gregory. *Elements of Indigenous Style: A Guide for Writing by and about Indigenous Peoples*. Brush Education, 2018.

3. Course Learning Outcomes

3.1 Course Learning Outcomes

By the end of this course you will be able to:

1. Articulate your understanding of Indigenous environmental science and practice.
2. Describe the skills and insights you have gained through the program and express how you can use these capacities in the practice of environmental science and practice.
3. Identify future opportunities for growth and education aligned your personal and career goals.
4. Demonstrate a professional approach to written and oral communications, including interviews, reporting and presentations.
5. Appreciate the needs and priorities of Indigenous communities to promote respect, protect and sustain Indigenous knowledge in Indigenous communities.

3.2 University Learning Objectives

In the process we will address a number of the [University's Learning Objectives](#) especially;

- Critical and Creative Thinking – Problem-solving and creativity
- Literacy - information.
- Communicating - written, reading, integrative.
- Professional and Ethical Behaviour - personal organization, ethical, time management.

4. Teaching and Learning Activities Woven Throughout the Seminar Discussions

4.1 Students will develop a series of themes relating to the nature and practice of Indigenous environmental science and practice that will be explored in discussion circles. Students will take on leading the discussion of a theme.

4.2 Intercultural Inventory

Students will conduct an Intercultural inventory on an individual and group basis and assess how these inventories have evolved during their four years of study.

4.3 Summative Reflective work

Students will reflect on the sum of their undergraduate learning and experiences, assess their skills and knowledge inventories and consider their own positionality with respect to Indigenous spaces and ways of being in nature. Students will consider how their perspectives, values and understanding have evolved over the course of the program and identify key insights and capacities they have acquired.

4.4 Indigenous Environmental Fiction Book Club

This semester, we will read three Indigenous environmental fiction books and discuss the relevance and merits of exploring environmental fiction from a Indigenous perspective. We will reflect on how ideas and notions about indigenous perspectives on the environment appear in environmental fiction.

Weekly Topics and Readings

The weekly content is on CourseLink. I will also update the content throughout the semester as needed, please follow along each week, the content can change. Some of the topics are specific to student interest after consultation, and some topics are relevant for assignments.

This semester we will read and review Indigenous environmental fiction. We will have a book club type discussion where we will consider and evaluate the insights from the Indigenous environmental fiction books with the scientific readings that fit the topics in the books.

Week 1 Introduction and checking in

Week 2 Reflective journal. And fiction choices will be finalized

Week 3 Discussion and Research: Indigenous initiatives/projects to climate adaptation + Book cub discussion

Week 4 Mining, Development and the Environmental Impact Assessment Process + Book cub discussion

Week 5 Success case studies that explore Indigenous collaboration + Book cub discussion

Week 6 Book cub discussion

Week 7 Book cub discussion

Week 8 Book cub discussion

Week 9 How to apply GIS and other tools for Indigenous Environmental Science, Environmental Repossession and Policy + Book cub discussion

Week 10 Sustainable solutions for future with Indigenous peoples (clean water treatment services, clean energy, urban planning etc. Indigenous climate hub) + Book cub discussion

Week 11 Book cub discussion and Discussion of summative reflective report

Week 12 Conclusion and final takeaways: Putting it all together

5. Assessments

Form of Assessment	Weight (%)	Content	Course Learning Outcomes	Due Date
Participation	5	Participation and engagement in discussion	1,2,3,4,5	Throughout
Indigenous initiatives or projects for climate adaptation	20	Case study research in a climate adaptation project	1,2,3,4,5	Week 6
Summative reflective report	25	Final reflection on Indigenous environmental stewardship	1,2,3,4,5	Week 11
Book review	25	Reading and review of Indigenous environmental stewardship fiction book	1,5	Week 8
Final capstone creative project – Final Unessay	25	Creative project inspired by teachings in the program	1,2,3,4,5	April 9
Total	100%			

5.1 Assessment Details

Assignment guidelines are posted on Counselink.

6. Library Resources

The library writing center is a good place to go to learn tips and organizing practices for research.

6.1 Library Collections

The following sections provide an overview of key library collections as they pertain to the curricular and research needs for this course.

Specific book titles have been identified as course readings in the course proposal for IE*4000 and can be integrated into learning in IES*4020. These texts are available on our Ares course reserve site. This literature can be integrated into assignments and class discussions:

Absolon, Kathleen E. *Kaandossiwin: How We Come to Know*. Fernwood Books, 2011

Chilisa, B. *Indigenous Research Methodologies*. Sage Publications, 2011.

Joseph, B. *Indigenous Relations: Insights, Tips & Suggestions to Make Reconciliation a Reality*. Page Two Books, 2018.

Kovach, M. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. University of Toronto Press, 2010.

Available in library collection (eBook)

McGregor, D., et al. *Indigenous Research: Theories, Practices, and Relationships*. Canadian Scholars' Press, 2018.

Wilson, S. *Research Is Ceremony: Indigenous Research Methods*. Fernwood Publishing, 2009.

Windchief, S. and San Pedro, T. (Eds.). *Applying Indigenous Research Methods: Storying with Peoples and Communities*. Routledge, 2019.

Available in library collection (eBook)

Younging, G. *Elements of Indigenous Style: A Guide for Writing by and about Indigenous Peoples*. Brush Education, 2018.

Available in library collection (print)

7.1 Course statements

Artificial Intelligence (AI) will not be used in this course:

Unauthorized student use of AI systems (ex. ChatGPT and others) undermines student learning, the achievement of learning outcomes and **violates the University's academic misconduct policies.**

The University is committed to ensuring that the use of AI in teaching and learning complies with existing policies and regulations that govern academic and scholarly integrity. We continue to engage the University community, including students, as we work to refine academic integrity policies and their intersection with AI tools. We affirm the following:

Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.

Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.

Submitting a paper that has been written with AI will result in a grade of zero and an academic misconduct report will be filed with the offices of the Dean and the Chair. Only submit your own work.

Written Assignments

All course assignments are discussed in detail in the assignments guides available on Counselink. Please download them and review.

Note that *extensions are not possible*

- You know the due dates of assignments from the first day of classes – it is your responsibility to plan your time so that you meet those dates. Time management is one of the objectives of this class.
- Assignments must be submitted on CourseLink on the day they are due, otherwise they will be considered late.
- Emailed assignments or assignments dropped off in the main office will not be accepted.
- Computer problems are not sufficient for an extension. Make sure you back up your work.
- The exception to the late assignment/make-up exam policy is if you have a documented medical or recognized reason (in other words, only medical and compassionate reasons are recognized). Final decisions about extensions are at my discretion (i.e. documentation does not automatically equal an extension). You are responsible for contacting me in a timely manner (within one week) if you have a documented medical/family/compassionate emergency.

Emailing

If you do email the professor, please put the course code in the subject line of the email and a brief statement about the nature of the email: IES 4010. Emails without the course code will not be responded to.

Disputing a Grade

If there is an addition error, please let me know via email.

Extra Credit

There are no opportunities for extra credit in this course.

Respectful Learning Environment

Students are expected to adhere to all University policies regarding respectful conduct in all aspects of this course. This includes classroom conduct and online conduct through social media, message boards, Teams chat, etc. A respectful learning environment also includes the appropriate use of laptops and other kinds of electronic devices in class.

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration.

Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

8.1 University statements

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant)

in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Academic misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted. NO recording.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.