

University of Waterloo School of Architecture

*ARCH 285/ARCH 520/ENVS 274 - Pre-contact land sustainability in the Carolinian Zone: Practical knowledge for a changing climate. - Spring 2021*

Course Instructor - Dr. Andrew Judge  
Teaching Assistant – Mayuri Paranthahan

## COURSE DESCRIPTION

This course introduces students to pre-contact Indigenous land sustainability practices in the Carolinian Zone (South Western Ontario). For generations Indigenous peoples of the region relied on sophisticated traditional ecological knowledge (TEK) to transform their world. Creating complex and dynamic ecosystems that sustained their civilizations, cultural wisdom, and an array of interconnected flora and fauna. Learn ways these relationships are established and maintained through practical experiences on the land and how that relationship can address food security, sustainable design, and land restoration.

## Land Acknowledgement

There is a long and complex history of Indigenous relationships, occupations, treaties, and land stewardship in South Western Ontario. We acknowledge the ancestors of this land, both past and present. Our goal is to peacefully restore the land and we thank all our relations in this process.

## COURSE STRUCTURE

**Part 1** - Lecture

**Part 2** - Small and Large Group dialogue

### Themes by week

Weeks 1-3 Minerals and Winter

Weeks 4-6 Plants and Spring

Weeks 7-9 Animals and Summer

Weeks 10-12 Humans and Fall

## Weekly Agenda

### MINERALS - Weeks 1 to 3

#### Week 1

**Part 1:** Class Outline

**Part 2:** Assigning Groups

***Required Reading:***

Judge, A, (2018). Indigenous land based sustainability practices: A Method for Thriving and Reconciliation. *Unpublished*.

**Week 2**

**Part 1:** Lecture - Overview of Sustainable Habitat Design, Climate Change, Winter Teachings

**Part 2:** Small group meetings (Please find your small group breakout room)

***Required Reading:***

Wallace-Wells, D. (2020). Earth's Climate Future. *Journal of International Affairs*, 73(1), 267–272.

**Week 3**

**Part 1:** Lecture - Traditional Ecological Knowledge and Steps 1&2.

**Part 2:** Large group dialogue (find your cluster)

***Assignments:***

1. Reflective Writing 1 (submit online by 8am prior to class)
2. Large Group Dialogue (participate via zoom)

***Required Reading:***

McGregor, D. (2005). Traditional ecological knowledge: An Anishnabe woman's perspective. *Atlantis: Critical Studies in Gender, Culture & Social Justice*, 29(2), 103-109.

**PLANTS and TREES - Weeks 4 to 6**

**Week 4 - Plants**

**Part 1:** Lecture - Spring Teachings, Plants of the Carolinian Forest, and Steps 3&4

**Part 2:** Small group meeting

***Assignments:***

1. Resource Gathering and Sharing Assignment (5 resources and bibliography)

***Required Reading:***

M. Sharon Jeannotte (2017) Caretakers of the Earth: integrating Canadian Aboriginal perspectives on culture and sustainability into local plans. *International Journal of Cultural Policy*, 23(2), 199-213.

**Week 5 - Trees**

**Part 1:** Lecture - Trees of the Carolinian Forest

**Part 2:** Small Group meetings

***Required Reading:***

Waldron, G. E. (2003). Trees of the Carolinian forest. Boston Mills Press. (p. 15-49)

**Week 6 - Food Sovereignty**

**Part 1:** Lecture - Food Sovereignty

## **Part 2: Large Group dialogue**

### ***Assignments:***

1. Reflective Writing Assignment 2 submit online by 8am (prior to class)
2. Large Group Dialogue Assignment (participation via zoom)

### ***Required Reading:***

Coté, C. (2016). "Indigenizing" food sovereignty. Revitalizing Indigenous food practices and ecological knowledges in Canada and the United States. *Humanities*, 5(3), 57.

## **ANIMALS - Weeks 7 to 9**

### **Week 7 - Anthropocene**

**Part 1:** Lecture - The Anthropocene and Steps 5-6 (Harvesting, Preparing, Preserving, and Storing Harvest and Seed)

**Part 2:** Small group meetings

**Part 3:** Discussion

### ***Assignments:***

1. Resource Gathering and Sharing Assignment (5 resources and bibliography)

### ***Required Reading:***

Lewis, S. L., & Maslin, M. A. (2015). Defining the anthropocene. *Nature*, 519(7542), 171.

Assignment: Resource Gathering and Sharing Assignment (5 resources and bibliography)

### **Week 8 - Animals of the Carolinian Forest**

**Part 1:** Lecture - Summer Teachings, and Step 7

**Part 2:** Personal reflection time

### ***Required Reading:***

Brubacher, D., & McGregor, D. (1998). *Aboriginal forest-related traditional ecological knowledge in Canada*. Contribution to the 19th Session of the North American Forest Commission, Villahermosa, Mexico, 16-20. [http://www.nafaforestry.org/forest\\_home/documents/Brubacher-McGregor1998.pdf](http://www.nafaforestry.org/forest_home/documents/Brubacher-McGregor1998.pdf)

### **Week 9 - Land as Pedagogy**

**Part 1:** Land as Pedagogy

### ***Required Reading:***

Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, 3 (3).

<http://whereareyouquetzalcoatl.com/mesofigurineproject/EthnicAndIndigenousStudiesArticles/Simpson2014.pdf>

## **HUMANS - Weeks 10 to 12**

### **Week 10 - Health**

**Part 1:** Lecture - Fall teachings and Social Determinants of Health (past, present, future)

## **Part 2: Large Group dialogue**

### ***Assignments:***

1. Reflective Writing Assignment 3 submit online by 8am (prior to class)
2. Large Group Dialogue Assignment (participation via zoom)

### ***Required Reading:***

Reading, C., Wien, F. (2013). Health inequalities and social determinants of Aboriginal peoples health. *National Collaborating Centre for Aboriginal Health*. Retrieved from [http://www.nccah-ccnsa.ca/Publications/Lists/Publications/Attachments/46/health\\_inequalities\\_EN\\_web.pdf](http://www.nccah-ccnsa.ca/Publications/Lists/Publications/Attachments/46/health_inequalities_EN_web.pdf)

## **Week 11 - Polyphasic Consciousness**

**Part 1:** Lecture - Altered states and connecting back to our place of origin

**Part 2:** Final assignment preparation time

### ***Assignments:***

1. Resource Gathering and Sharing Assignment (5 resources and bibliography)

### ***Required Reading:***

Lumpkin, T. (2001). Perceptual diversity. Is polyphasic consciousness necessary for global survival? *Anthropology of Consciousness*, 12(1-2), 37-70.  
<https://www.semanticscholar.org/paper/Perceptual-Diversity%3A-Is-Polyphasic-Consciousness-Lumpkin/9903baf59d603b5c11323237eba90522917c2e26>

## **Week 12**

Part 1: Closing circle

## **LEARNING OBJECTIVES**

This course will prepare you to actualize land-based sustainability practices in the Carolinian Zone. It will offer a comprehensive understanding of several aspects of sustainable habitat design from an Indigenous perspective. Some of the objectives you will gain from taking this course include the following:

1. Engage in critical dialogue around Indigenous land-based sustainability practices.
2. Explore several facets of sustainable habitat design and implementation.
3. Experience in the processes of collaboration on a group project with multiple deliverables.
4. Reflect on the ways your own behaviour impacts the environment and all the interconnected beings found in creation.

## **SCHEDULE**

The course begins May 11, 2021 and will be offered in an online format each Tuesday for 12 weeks from 9am-11:50am EST.

## **EVALUATION**

The following four assignments will be due throughout the course, some with multiple components. Two of the assignments are independent exercises and two are based on group collaboration. All assignment guidelines can be found in LEARN.

A1. Reflective Writing - 45% (3x15%)

A2. Large Group Dialogue - 15%

A3. Resource Gathering - 15%

A4. Sustainable Habitat Design - 25%

## ASSESSMENT

Assessments are heavily based on participation in the course during the scheduled class time. Failure to participate in scheduled class dialogues will result in an inability to complete this course. Assessments can be found in assignment guidelines in LEARN.

## HAND-IN AND SUBMISSIONS

Each group must complete assessments to an acceptable level and obtain a passing average in order to receive credit for this course. As the course is based on collective work, active participation and engagement with the larger group for the purpose of completing the projects will be the benchmark for successful participation in the course.

## LATE WORK

All the work of the various groups will need to be completed in a timely manner, to ensure necessary coordination of the production of the project deliverables. Requests for extensions of agreed upon deadlines must be made as early as possible to the course instructor and must be made in advance of the given completion dates.

## COURSE ATTENDANCE

Students are expected to fully participate in all class sessions. Course grades will be partly assessed on attendance and contribution by each student to the work of their assigned group.

## COMMUNICATION WITH COURSE COORDINATOR

During the course communications to participants will be done through LEARN. It is required that each student confirm email address and other identification details are up to date both on LEARN and with the Undergraduate Student Service Coordinator, during the first week of class. Any correspondence to the course instructor should be sent to the following email address:  
[andrew.judge@uwaterloo.ca](mailto:andrew.judge@uwaterloo.ca)

## RECOMMENDED READINGS

Please see the above course Agenda for all recommended readings. Readings can be accessed via LEARN

## ACADEMIC INTEGRITY AND AVOIDANCE OF ACADEMIC OFFENCES:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.]

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity [check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/)] to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

**Appeals:** A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

**Note for Students with Disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.