



Indigenous Teaching and Learning Series



Indigenous Students, Indigeneity and Experience in Universities: Module 3

Guide Overview

Purpose

This Guide offers some background and reading materials relevant to the *Indigenous Students, Indigeneity and Experiences in Universities module 3*. The purpose of the module and guide are to offer university instructors an introduction into the complexities of Indigenous student's collective and individual identities and experiences accessing and navigating the university.

About the Creator

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Duration

Total viewing time of the video—approx. 62 min., plus reading and reflection work.

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Recommended Citation

Brunette-Debassige, C. (2023). Indigenous Students, Indigeneity and Experience in Universities [Digital curriculum module]. In *The Indigenous teaching and learning series*. Western University. https://youtu.be/yF0Mtl64h5A?si=2J12vn_dC7BuHocR

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Learning Outcomes

Upon completion of this online learning module, instructors will:

- Demonstrate familiarity with key terminology and debates relating to the naming Indigenous Peoples in Canada.
- Understand the diversity and political and cultural complexities of Indigenous student's individual and collective identities.
- Be able to articulate the complex and compounded systemic barriers that shape Indigenous students' experiences in accessing and navigating the higher education system.

Pre-Reflections for Instructors

- What inspired you to engage with the Indigenous Teaching and Learning Series?
- What is your positionality in relation to Indigenous peoples and perspectives?
- What knowledge do you have about Indigenous peoples of Turtle Island and the local region of southwestern Ontario?
- Where does your knowledge and understanding of Indigenous peoples come from (e.g. personal relationships, inherited family narratives and perceptions, mainstream media representations, public education)?
- Have you critically assessed your education in relation to Indigenous peoples in Canada considering the larger colonial context and increasing reconciliation, decolonization and Indigenization movements in education?
- What professional experiences do you have teaching, mentoring and/or working with Indigenous students and peoples?
- What experiences do you have teaching Indigenous content and perspectives in your classroom?

Required Readings

1. Archibald – Q'um Q'um Xiiem, J. (2020, October 27). Indigenous Education in Canada. In Oxford Research Encyclopedia of Education. Retrieved July 20, 2023, from <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-818>
2. Brunette-Debassige (Mushkego-ininew Cree), C. (2023). Indigenous refusals in educational leadership practices in Canadian universities. *AlterNative: An International Journal of Indigenous Peoples*, 19(2), 377–386. <https://doi-org.proxy1.lib.uwo.ca/10.1177/11771801231167876>

3. Cote-Meek, S. (2020). Colonized classrooms: Racism, trauma and resistance in post-secondary education. Fernwood Publishing. (Chapter 1-4)
4. Poitras Pratt, Y., Louie, D., Hanson, A., & Ottmann, J. (2018, January 24). Indigenous Education and Decolonization, In Oxford Research Encyclopedia of Education. Retrieved July 14, 2023, from <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-240>

Required Video

Brunette-Debassige, C. (2023). Indigenous Students, Indigeneity and Experience in Universities [Digital curriculum module]. In *The Indigenous Teaching and Learning Series*. Western University.

https://youtu.be/yF0MtL64h5A?si=2J12vn_dC7BuHocR

SECTIONS IN THE VIDEO:

INDIGENOUS COLLECTIVE IDENTITIES, 04:55 MIN.

INDIGENOUS INDIVIDUAL IDENTITIES, 26:14 MIN.

INDIGENOUS STUDENT ACCESS & BARRIERS IN EDUCATION, 35:58 MIN.

WHAT I WISH MY PROFESSORS KNEW ABOUT ME..., 55:05 MIN.

(This section Copyright Interdisciplinary Initiative in Applied Indigenous Scholarship, Western University, 2019)

Post Video and Reading Reflection Questions

- What new insights about the complexities of Indigenous peoples' individual and collective identities has emerged for you after watching this video?
- What assumptions did you previously hold about Indigeneity? (e.g. a pan-Indigeneity)
- Where do you think your previous understandings, representations and assumptions about Indigeneity came from? (e.g., family, media, schooling etc.)
- What new understandings of Indigenous peoples' experiences in education emerged for you after watching this video and completing the readings?
- According to Sheila Cote-Meek's book *Colonized Classrooms*, how does colonization and racism continue to impact Indigenous student experiences in post-secondary educational contexts? (e.g. denialism of racism, silencing, Native expert, and traumatic experiences in the classroom). How do Indigenous students resist ongoing forms of colonialism and racism in postsecondary?

Further Readings

This curated reading list has been thoughtfully compiled for the purpose of your ongoing learning. As you explore these resources, we ask you to be mindful of the fact that Indigenous identity is a complicated topic. Understandings of Indigenous identity are shaped by diverse subjectivities and colonial politics. In recent years, issues related to ethnic fraud in the academy have only heightened these discussions. Please be mindful of these complexities, and respectful and humble in how you share what you learn.

Indigenous Students in Higher Education

1. Archibald – Q'um Q'um Xi'em, J. (2020, October 27). Indigenous Education in Canada. In *Oxford Research Encyclopedia of Education*. Retrieved July 20, 2023, from <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-818>
2. Bailey, K. (2016). Racism within the Canadian university: Indigenous students' experiences. *Ethnic and Racial Studies*, 39(7), 1261–1279. <https://doi.org/10.1080/01419870.2015.1081961>
3. Clark, D. A., Kleiman, S., Spanierman, L. B., Isaac, P., & Poolokasingham, G. (2014). "Do you live in a teepee?" Aboriginal students' experiences with racial microaggressions in Canada. *Journal of Diversity in Higher Education*, 7(2), 112-125. <https://doi.org/10.1037/a0036573>
4. Cote-Meek, S. (2014). *Colonized Classrooms: Racism, Trauma and Resistance in Post-Secondary Education*. Halifax: Fernwood.
5. Cox, Alicia (2017). Settler Colonialism. *obo* in Literary and Critical Theory. <https://doi.org/10.1093/obo/9780190221911-0029>
6. Gallop, C., & Bastien, N. (2016). Supporting success: Aboriginal students in higher education. *Canadian Journal of Higher Education*, 46(2), 206–24. <https://doi.org/10.47678/cjhe.v46i2.184772>
7. Kirkness, V.J., & Barnhardt, R. (1991). First Nations and higher education: The four R's – respect, relevance, reciprocity, responsibility. *Journal of American Indian Education*, 30(3), 1–15.
8. Kuokkanen, R. (2007). *Reshaping the university: Responsibility, Indigenous epistemes, and the logic of the gift*. University of British Columbia Press.
9. Pidgeon, M. (2014). Relationships matter: Supporting Aboriginal graduate students in British Columbia. *Canadian Journal of Higher Education*, 44(1) 1–21. <https://doi.org/10.47678/cjhe.v44i1.2311>
10. Poitras Pratt, Y., Louie, D., Hanson, A., & Ottmann, J. (2018, January 24). Indigenous Education and Decolonization. *Oxford Research Encyclopedia of Education*. Retrieved July 14, 2023, from <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-240>.

Indigenous & Settler Relations in Canada

1. Battell Lowman, E. & Barker, A.J. (2015). *Settler: Identity and Colonialism in 21st Century Canada*. Fernwood Publishing.
2. Joseph, R. P. (2018). *21 Things you may not know about the Indian act*. Raincoast Books.
<https://doi.org/10.1002/rwm3.20661>
3. Regan, P. (2010). *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada*. UBC Press.

Indigeneity & Indigenous Intersectionality

1. Andersen, C. (2013). Urban Aboriginality as a Distinctive Identity, in Twelve Parts. In C. Andersen & E. Peters (Eds.), *Indigenous in the city: Contemporary identities and cultural innovation*. (pp.46-68). UBC Press.
2. Clark, N. (2016). Red intersectionality and violence-informed witnessing praxis with Indigenous girls. *Girlhood Studies*, 9(2), 46-64. <https://doi.org/10.3167/ghs.2016.090205>
3. CRIAW (Canadian Research Institute for the Advancement of Women). (n.d.). *How does intersectionality relate to Indigenous and Western linking frameworks*. Retrieved June 8, 2023, from <https://www.criaw-icref.ca/images/userfiles/files/Fact%20Sheet%203%20EN%20FINAL.pdf>
4. Nohelani-Teves, S., Smith, A., Raheja, M. (Eds.). (2015). [Introduction]. In *Native Studies Keywords* (pp. 109–118). University of Arizona Press. <https://doi.org/10.2307/j.ctt183qxb.11>
5. Palmater, P. (2011). *Beyond blood: rethinking Indigenous identity*. Purich Publishing.
6. Vowel, C. (2016). *Indigenous Writes: A Guide to First Nations, Métis, and Inuit Issues in Canada*. Portage & Main Press. (Part 2 -Culture and Identity)

Indigenous Self-Identification, Colonial Surveillance and Ethnic Fraud (Critical Views)

1. Andersen, C. (2021, November 4). Indigenous identity fraud is encouraged in academia. Here's how to change that. *CBC Opinion*. <https://www.cbc.ca/news/canada/saskatchewan/opinion-chris-andersen-indigenous-identity-fraud-1.6236018>
2. Andersen, C., & Kukutai, T. (2016). Reclaiming the statistical “native”: Quantitative historical research beyond the pale. In C. Andersen & J.M. O’Brien. (Eds.), *Sources and methods in Indigenous studies* (pp. 55-62). Taylor & Francis Group. <https://doi.org/10.4324/9781315528854>
3. Corntassel, J. J., & Hopkins-Primeau, T. (1998). The paradox of Indigenous identity: A levels-of-analysis approach. *Global Governance*, 4(2), 139-156. <https://doi.org/10.1163/19426720-00402003>
4. Gaudry, A. (2018). Communing with the dead: The “New Metis”, Metis identity appropriation, and the displacement of the living Metis Culture. *American Indian Quarterly*, 42(2), 162-190.
<https://doi.org/10.1353/aiq.2018.a693376>
5. Gaudry, A., & Andersen, C. (2016). Daniels v. Canada: Racialized legacies, settler self-Indigenization

- and the denial of Indigenous Peopleness. *TOPIA: Canadian Journal of Cultural Studies*, 36, 19–30. <https://doi.org/10.3138/topia.36.19>
6. Gaudry, & Leroux, D. (2017). White settler revisionism and making Métis everywhere: The evocation of Métissage in Quebec and Nova Scotia. *Critical Ethnic Studies*, 3(1), 116–142. <https://doi.org/10.5749/jcritethnstud.3.1.0116>
 7. National Indigenous University Senior Leaders' Association (NIUSLA). (2022). *Indigenous Voices on Indigenous Identity: What Was Heard Report*. First Nations University of Canada. https://www.fnuniv.ca/wp-content/uploads/Indigenous-Voices-on-Indigenous-Identity_National-Indigenous-Identity-Forum_Report_March-22_June-22-FINAL.pdf
 8. Olsen, T.A. (2018). This word is (not?) very exciting: Considering intersectionality in Indigenous studies. *Nordic Journal of Feminist and Gender Research* 26(3), 182-196. <https://doi.org/10.1080/08038740.2018.1493534>
 9. TallBear, K., Radin, J., Hinterberger, A., & Kowal, E. (2013). Genomic articulations of indigeneity. *Social Studies of Science*, 43(4), 509–533. <https://doi.org/10.1177/0306312713483893>
 10. Tallbear, K. (2021, May 10). Playing Indian constitutes a structural form of colonial theft, and It must be tackled. [Audio podcast episode]. In *Unsettle*. <https://kimtallbear.substack.com/p/playing-indian-constitutes-a-structural>
 11. Tallbear, K. (2021, June 14). We are not your dead ancestors: Playing Indian and white possession. [Audio podcast episode]. In *Unsettle*. <https://kimtallbear.substack.com/p/we-are-not-your-dead-ancestors#details>
 12. Tallbear, K. (2021, September 10). *Indigenous "Race Shifting" Red Flags: A Quick Primer for Reporters and Others*. [Audio podcast episode]. In *Unsettle*. <https://kimtallbear.substack.com/p/indigenous-race-shifting-red-flags#details>
 13. Willmott, K. (2023). Colonial numbers: Quantification, Indigeneity, and the politics of fiscal surveillance. *Surveillance & Society*, 21(1), 16–28. <https://doi.org/10.24908/ss.v21i1.14609>
 14. Lawford, K. & Coburn, V. (2019, August). *Research, Ethnic Fraud, and the Academy: A Protocol for Working with Indigenous Communities and Peoples*. Yellowhead Institute. <https://yellowheadinstitute.org/wp-content/uploads/2019/08/engagement-protocol.pdf>

Other Resources

Curriculum

1. Brunette, C. & Richmond, C. (2018). *Guide for working with Indigenous students*. Western University.

<https://teaching.uwo.ca/pdf/teaching/Guide-for-Working-with-Indigenous-Students.pdf>

2. Centennial College. (n.d.). Indian Residential School System: Introduction to the Indian Residential School System. In *Our stories: First Peoples in Canada*.
<https://ecampusontario.pressbooks.pub/indigstudies/chapter/chapter-1/>
3. Queens University (2019). Indigenous Terminology Guide. (version 1.0).
<https://www.queensu.ca/indigenous/sites/oiwww/files/2021-03/QU-Indigenous-Terminology-Guide.pdf>
4. University of British Columbia. (n.d.). *What I learned in class today: Aboriginal issues in the classroom*.
<https://intheclash.arts.ubc.ca/>
5. University of British Columbia. (n.d.). *Classroom Climate*. https://wiki.ubc.ca/Classroom_Climate_5
6. Wilson, K., & Hodgson, C. (2018). Pulling together: Foundations guide. In *Pulling together: A guide for Indigenization of post-secondary institutions. A professional learning series*. BCcampus.
<https://opentextbc.ca/indigenizationfoundations/>
7. Younging, G. (2018). *Elements of Indigenous style: A guide for writing by and about Indigenous peoples*. Brush Education.

Podcasts

1. Palmater P. (2022, November 27). *Kim TallBear on Pretendians: Warrior Life Podcast*. YouTube.
https://www.youtube.com/watch?v=SntbS06i_5E

Websites

1. McCue, H.A. (2023, April 17). Education of Indigenous Peoples in Canada. In *Canadian Encyclopedia*. Retrieved July 20, 2023, from: <https://www.thecanadianencyclopedia.ca/en/article/aboriginal-people-education>
2. The Indigenous Foundation. (2023). [Homepage]. <https://www.theindigenousfoundation.org/>

Videos

1. BearPaw Media and Education. (2015, May 1). *Understanding Aboriginal Identity* [Video]. YouTube. <https://www.youtube.com/watch?v=lcSnbXmJ9V0>
2. G'Nadjiwon, Keesis. (2022). *N'Satung* [Film]. Faculty of Arts and Humanities and the School for Advanced Studies, Western University. <https://www.uwo.ca/arts/sasah//news/NSatung.html>
3. Hayden Taylor, D. & Kemp, P. (2022, September 30). *The Pretendians* [Video]. The Passionate Eye, CBC Gem. <https://gem.cbc.ca/the-passionate-eye/s02e03>
4. Rogers tv. (2023, June 19). *Oneida Nation of the Thames - Community Reflections* [Video]. YouTube. <https://www.youtube.com/watch?v=hHqDWH5Oh2M>