

2022-2023 DEPARTMENT OF INDIGENOUS STUDIES GRADUATE STUDENT HANDBOOK

UNIVERSITY OF MANITOBA

UPDATED APRIL, 2022



Some of the Rising Up Conference 2019 team!

HELLO, TANSHI, TUNGASUGISI, BOOZHOO, TANSI, AANIIN!

Greetings,

Congratulations on the beginning of a new year where you will be making progress on your degree. We are proud of you and are looking forward to some awesome learning experiences. You are part of a cohort that is supported by the faculty and staff in the Indigenous Studies department. Actually, there are a lot of faculty, staff and services beyond our department who are also rooting for you. You'll meet some at the Orientation.

The booklet has been revised, so take some time to familiarize yourself with it. If you think you don't need to then you know where to find the form that you fill out once and it gives you access to tons of bursaries. If your research topic is health-related then you know about the Indigenous network you can connect with.

These are just some of the changes that have been made in order to make your experience the best one that we can. We look forward to meeting you one-on-one for a brief catch-up.

Best,

Niigaan Sinclair, Acting Department Head & David Parent, Graduate Program Chair

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GENERAL INFORMATION

The Department of Indigenous Studies is located at the Fort Garry Campus in the Isbister Building. The main administrative office for the Department (and mailing address) is:

Room 215 Isbister Building
University of Manitoba
Winnipeg, MB R3T 2N2
Canada

Facebook:

<https://www.facebook.com/UofMbDeptofIndigenousStudies>

Twitter: [@UMbINDG](https://twitter.com/UMbINDG)

A map of both the Fort Garry and Bannatyne campus can be found at: <https://umanitoba.ca/map/>

WHO TO CONTACT?

The contact details for the department are:

Phone: 204-474-9899

Fax: 204-474-7657

Toll Free: 1-800-432-1960 (within Manitoba)

Brittany Bowman

Administrative Assistant (full-time), Department of Indigenous Studies

Phone: 204-474-9266

Email: Brittany.Bowman@umanitoba.ca

Alison Skopálek

Graduate Program Assistant (half-time), Department of Indigenous Studies

Phone: 204-474-9899

Email: Alison.Skopalek@umanitoba.ca

Dr. David Parent, Graduate Program Chair

Phone: 204-474-6405

Email: David.Parent@umanitoba.ca

Dr. Niigaan Sinclair, Department Head

Phone: 204-474-6720

Email: niigaan.sinclair@umanitoba.ca

CAMPUS SMUDGING PROTOCOLS

Smudging is an Indigenous tradition which involves the burning of sweetgrass, sage, and/or cedar. Sage and cedar smudges produce a very strong and distinct aroma but the smoke associated with them is minimal and lasts a very short time. Sweetgrass has a very mild aroma and produces less smoke. A smudge is burned primarily for purification and to help create a positive mind set. If you would like to learn more about smudging and other ceremonies that may take place on campus, please contact Carla Loewen at Migizi Agamik.

Should you find yourself or a fellow student in distress, the Indigenous Studies offices at 207-215 Isbister have been designated a smudge-friendly area of campus. Smudging materials are available in the office of the Department Chair upon request. During smudging in our offices all doors to the hallway must be kept shut as having them open may trigger smoke alarms in the hallway. If you wish to smudge at the start of your MA or PHD oral defense, please inform our offices at least 48 hours prior to your scheduled defense if located in 207 Isbister. Migizi Agamik has also been designated a smudge friendly area. If you wish to have a smudge as a part of a class, or if your defense is NOT held in 207 Isbister and you would like to be able to smudge, then you will need to notify Jingwei Xie at the Physical Plant 48 hours in advance. The reason for this is that they will then be able to turn off any smoke detection equipment in the designated room at the time requested. You are also asked to post a sign on the door of the room that can be downloaded at :

https://www.umanitoba.ca/student/indigenous/media/smudging_sign_2017.pdf

THE DEPARTMENT OF INDIGENOUS STUDIES GRADUATE PROGRAM

Graduate Studies in Indigenous Studies at the University of Manitoba is a lively, engaged, challenging and rigorous venture. We have international, national and provincial applicants in significant numbers, and a very healthy cohort of students producing path-breaking, scholarly work. The program emphasizes academic excellence and training in scholarly protocols, while offering a strong grounding in indigenous community realities and cultures. The program has been very successful at leveraging research funding and giving students opportunities to work on a variety of scholarly, refereed research projects.

For students who wish to engage in primary research, the Graduate Program in Indigenous Studies provides opportunities that lead to a M.A. or Ph.D. degree. The graduate program offers opportunities for specialization in First Nation, Inuit and Métis histories, cultures, social and theoretical issues. Areas include: Indigenous land, resource and constitutional rights; governance; politics; economic and ecological development; identity; contemporary Indigenous literatures; Indigenous aesthetics; Indigenous film; languages; gender; justice issues; post-colonial historiography and criticism. The graduate program reflects Indigenous perspectives in teaching and research. The Graduate Program consists of core courses in the Indigenous Studies Department and optional course offerings in other departments. The

program encourages and trains students to think creatively, logically, and critically.

Aside from learning about Indigenous history and gaining an understanding of unique worldviews, our students gain skills in research, qualitative interviewing and fieldwork, as well as in refining their writing ability. Our graduates have attained careers with Indigenous organizations (both, regional and national), the federal, provincial, and municipal governments of Canada, public health, law firms, law enforcement, politics, public relations, local community organizations, business, museums, social services agencies, research centres, private consulting, media, schools, non-profit organizations, among others. The emphasis of the program is on research and therefore a thesis is a degree requirement in both the MA and Ph.D. programs.

The program is known for its specializations in:

- I. **Métis and Anishinaabe studies** – with multiple Métis and Anishinaabe scholars in the Department, a number of students have focused on historic and contemporary Métis or Anishinaabe issues, literatures, art, and politics. No other University program in Canada provides this breadth or level of support for work in these areas.
- II. **Cultural-Specific Indigenous Areas** – Several scholars in our department offer examinations and explorations in various aspects of Inuit Studies, Cree Studies, Ojibway Studies, and Inuit Studies.
- III. **Indigenous Economies and Political Organizations** – with scholars focusing specifically on Indigenous businesses and political organizations in their research areas, this remains one of the strengths of the Department particularly in focusing on developing contemporary models of community resistance and resilience based on Indigenous principles of economic and political livelihood. This also includes traditional and contemporary forms of Indigenous politics and economics, the application of colonial law and politics in the history of Indigenous communities and Indigenous resistance and political movements throughout time.
- IV. **Indigenous Languages** – including regular courses in Cree, Ojibway, and Inuktitut. While the department now has a full-time language professor in Anishinaabemowin, a commitment has been made to offer Indigenous languages every year of our operation. Note: We are offering Michif and Dakota language courses this year and would urge PhD students to consider the fit with your research and the language requirement so you can register for one.
- V. **Indigenous Aesthetics** – multiple scholars in the department focus their work on Indigenous creative and critical expressions found in literature, art, film, beadwork, and performance art.
- VI. **Northern Indigenous Issues** – the department has created innovative opportunities for work in remote northern communities, with scholars who have studied various aspects of culture, politics, entrepreneurship and history in a northern context.

Innovative Features of the Graduate Program in Indigenous

Studies Some of the innovative features of the graduate program in the Department of Indigenous Studies are:

- The second oldest Indigenous Studies program in Canada (instituted in 1974)
- 25-30 undergraduate courses in Indigenous Studies per semester
- 3-5 graduate courses in Indigenous Studies per semester.
- Department-specific funding opportunities and awards
- A weekly Colloquium series featuring innovative, Indigenous-focused research and service work
- The ability for PhD students to research and select (with their supervisory committee) texts for their comprehensive exams
- An emphasis on relationships with Indigenous communities as a part of coursework
- A focus on Indigenous-centered research methodologies
- Long term ongoing relationships with communities that the Department works with
- A large network of community relations with the Department as a whole

Notable scholarly achievements:

- One scholar who was selected as a Maclean's Magazine "popular professor" during the periodical's annual review of universities
- One scholar who has won a University One teaching award
- One scholar who was recently selected as one of CBC Manitoba's "Top 40 under 40"
- One scholar fluent in Inuktitut
- One scholar fluent in Anishinaabemowin
- One scholar who won the top columnist award from the National Newspaper Awards.
- One scholar who has been named to named one of Canada's Most Powerful 100 Women – Trailblazers and Trendsetters category
- One scholar who has won a National Aboriginal Achievement Award
- One scholar who won the RH Award.
- One scholar currently holding a SSHRC Partnership Grant in Indigenous Performance in the Americas
- One scholar who writes children's books and uses social media to promote Indigenous language revitalization

SERVICES FOR GRADUATE STUDENTS AT THE UNIVERSITY OF MANITOBA

Centre for the Advancement of Teaching and Learning

The Centre for the Advancement of Teaching and Learning works in collaboration with faculty and graduate students to provide leadership, expertise, and support in fulfilling the teaching and learning mission of the University of Manitoba. The Centre contributes to the

practice and scholarship of teaching and research with respect to teaching and learning effectiveness. For more on this program and available courses see:
http://intranet.umanitoba.ca/academic_support/catl/index.html

Copyright

It is the responsibility of ALL students, faculty, and other employees at the University of Manitoba to understand copyright and how to appropriately cite, utilize, and use copyrighted material. Knowing what can be copied legally, and how much, can be challenging. A copyright expert from the Copyright Office will provide you with practical information about Fair Dealing, library resources, *Copyright Act* exceptions, and more. For more contact the Copyright Officer at the University of Manitoba at: 201 Allen Building, University of Manitoba, Winnipeg, Manitoba, R3T 2N2, phone: 204-474-8644 or the website at: <http://umanitoba.ca/copyright>.

#GradGoals

#GradGoals is an online guide offered by the Faculty of Graduate Studies for grad students that identifies important academic goals and program milestones to ensure success in their academic career. Information regarding this important resource is available at:
http://umanitoba.ca/faculties/graduate_studies/students/index.html.

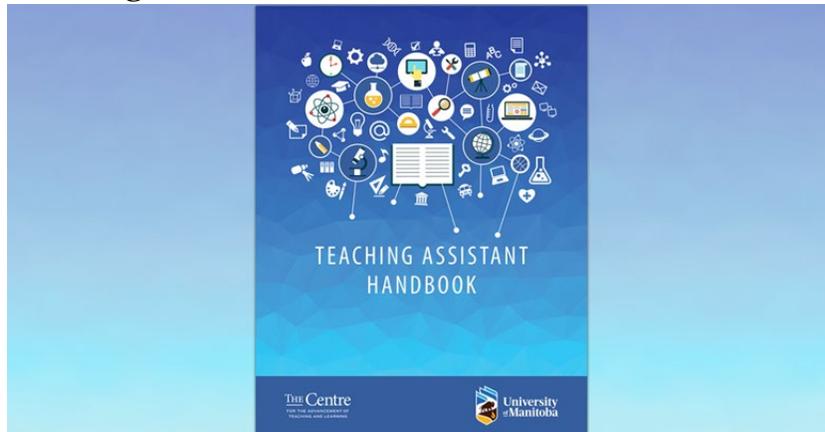
GradSteps

The Faculty of Graduate Studies, in collaboration with various academic and student support units both on and off Campus, offers not-for-credit workshops designed to help graduate students navigate their programs and prepare them to transfer their skills and knowledge into the workplace. Numerous workshops are scheduled each year, taking place at Bannatyne, Fort Garry, and St Boniface campuses. Register for the lunchtime (1-2 hour) sessions. Topics range from “Working with your Advisor” and “Aggregate Statistics” through to “Foundations of Project Management” and “How to Write a Literature Review”. For more on this program and available courses see:
https://umanitoba.ca/faculties/graduate_studies/workshops/gradsteps.html.

The Indigenous Student Centre

The Indigenous Student Centre welcomes First Nations, Metis, and Inuit Students and offers free counselling, tutoring, and resources. It can be found at:
45 Curry Place, Phone: 204-474-8850, E-mail: isc@umanitoba.ca or at the website:
<http://umanitoba.ca/student/isc/>
<https://umanitoba.ca/indigenous/student-experience>

Teaching Assistant Handbook



There's a resource available to teaching assistants at the U of M. The *Teaching Assistant Handbook* was recently developed by The Centre for the Advancement of Teaching and Learning and provides practical information on a wide variety of topics including information on human resources, what makes a good teaching assistant, preparing to teach, as well as tips regarding the first day of teaching. Other topic areas covered are: active learning strategies that can be used in lectures, seminars and labs; information on assessments, grading and providing feedback; classroom management strategies; ethical practice principles; and academic integrity.

U of M Research Ethics Board

All research involving live subjects and including practices such as oral interviews or data collection must be reviewed by the Office of Research Services staff prior to submission to ensure compliance with the policies and requirements of the university. All research contracts are negotiated by the Office of Research Services staff in consultation with the researchers on behalf of the university. The approval from a University of Manitoba Research Ethics Board (REB) may be required BEFORE proceeding with information gathering procedures (such as a thesis or practicum). For further information on ethics refer to: <http://umanitoba.ca/research/ors/ethics/>

Tax Support

The UMSU Tax Office provides free tax services to students. Go to 112 University Centre - Sundown Room or see their website at: <http://www.umsu.ca/services-a-programs-umsumenu-3/tax-office-umsumenu-104>.

THE DEPARTMENT OF INDIGENOUS STUDIES (NATIVE STUDIES) GRADUATE STUDENT ASSOCIATION (NSGSA)

The Native Studies Graduate Student Association (NSGSA) supports the diverse research interests, and unique needs of its members. The NSGSA convenes for their first meeting of the year in September. The responsibilities of the NSGSA include managing conference travel funding for students, allocating office space, initiating special interest committees,

organizing study groups, and setting long term objectives alongside the department. In 2016 the NSGSA planned its very first conference called “Rising Up: A Graduate Student Conference on International Compact, Knowledge, and Research in Indigenous Studies” that took place on the University of Manitoba’s Fort Garry Campus on March 4th and 5th, 2016 and featured presentations from graduate students in a variety of disciplines conducting Indigenous-focused research from across Canada. Subsequent and larger Rising Up Conferences were held in 2017 and 2018.

THE UNIVERSITY OF MANITOBA GRADUATE STUDENT ASSOCIATION

University of Manitoba Graduate Student Association Orientation:

The UMGSA offers an overview of all services available to graduate students at the U of M in an easy and digestible manner, including services offered by:

- The Faculty of Graduate Studies
- Student Life (e.g. Peers)
- Career Services
- Student Counseling
- Academic Learning Centre
- Libraries
- The Registrar’s Office
- Health and Dental Services
- University Financial Aids and Awards
- Student Advocacy and Accessibility
- Centre for the Advancement of Teaching and Learning
- CUPE 3909 (Union for TAs, tutors, lecturers/ instructors, grader/ markers)
- Recreation Services and Bison Sport
- Human Rights and Advisory Services
- Alumni Association
- Additional resources provided at UMGSA orientation include:
 - Social networking
 - Student Planners and Calendars
 - Student Guide and Academic Guides
 - Food and beverages
 - Winnipeg Trolley Tour and Campus Tours

For more information on the GSA Orientation, please contact GSA at 221 University Centre or phone: 204-474-9181. E-mail: pres@umgsa.org

DEPARTMENT FACULTY

(Acting Department Head) Dr. Niigaanwewidam James Sinclair

Dr. Sinclair has been with the department since 2012, researching a variety of topics including Indigenous literature, graphic novels, and masculinities. He is Anishinaabe (St. Peter's/Little Peguis) an award-winning writer, editor and activist who was named one of *Monocle Magazine's* "Canada's Top 20 Most Influential People" in 2017 and the 2018 Canadian columnist of the year at the National Newspaper Awards for his bi-weekly columns in *The Winnipeg Free Press*. He recently testified at the Clean Environment Commission of Manitoba hearings on the Keeyask Generating Station and Bipole III transmission line. He has co-edited three award-winning collections: *Centering Anishinaabeg Studies: Understanding the World Through Stories*, *Manitowapow: Aboriginal Writings from the Land of Water*, and *The Winter We Danced: Voices of the Past, the Future, and the Idle No More Movement*.

Dr. Cary Miller is Anishinaabe and is connected to St. Croix and Leech Lake communities. From 2013 she was the Director of American Indian Studies at the University of Wisconsin-Milwaukee and since 2010 has been Associate Professor in the Department of History at the University of Wisconsin-Milwaukee (starting there in 2002). Her book *Ogimac: Anishinaabeg leadership 1760-1845* was published with the University of Nebraska Press in 2010 and she previously has published in books such as *Centering Anishinaabeg Studies: Understanding the World through Stories* and the *Encyclopedia of United States Indian Policy and Law*. Her research is in Anishinaabe leadership in the early 19th century, Anishinaabe women's history, Treaties and sovereignty, Wisconsin Indian History, and Cultures of the Great Lakes Region. Dr. Miller began her five-year term as head on July 01, 2017.

Dr. Merissa Daborn

Ph.D. University of Alberta, 2021

Merissa is a white scholar who researches at the intersections of food, technoscience, security, policy, and power. Her doctoral research considered how policy approaches to Indigenous food insecurity perpetuate healthism (the self-regulation of health behaviours) rather than addressing the everyday structural and material conditions food insecure Indigenous people must navigate — including securitization, policing, and networks of colonial biopower.

Merissa is a member of the Indigenous STS Lab in the Faculty of Native Studies at the University of Alberta. She is dedicated to research in the areas of critical Indigenous studies, urban Indigenous policy, and Indigenous STS (science, technology, and society).

Dr. Mylène Yannick Gamache

Mylène Yannick Gamache is a Franco-Métis Assistant Professor, cross-appointed in both Indigenous Studies and Women's and Gender Studies, and based in the heart of her ancestral home in the Red River valley. She prioritizes in both her teaching and research the need to nourish attentive textual relations. Her current research explores sites of politicized convergences and place-based relations across contemporary Indigenous and non-Indigenous works of fiction, poetry, and lyrical prose.

Dr. Sean Carleton

Dr. Sean Carleton is an Assistant Professor in the Departments of History and Indigenous Studies. He holds BA and MA degrees in History from Simon Fraser University and a PhD from the Frost Centre for Canadian Studies and Indigenous Studies at Trent University. As a settler scholar, his research examines the history and political economy of colonialism, capitalism, and education in Canada, and he

can supervise graduate students in the following areas: Canadian history; Indigenous history; schooling and education; empire and settler colonialism; history of capitalism; labour history; comics studies. For more about Dr. Carleton, see: www.seancarleton.com.

Dr. Emma LaRocque:

Dr. LaRocque's interests include colonization and decolonization, Indigenous-White relations, Aboriginal resistance in literature, identity, and many other fields related to Indigenous representation. Dr. LaRocque is the department's longest serving faculty member and has been with the department since 1976. A poet and writer, Dr. LaRocque has created or redesigned many of our core courses (such as on Native Women) and is the author of two books: *Defeathering The Indian* and *When the Other Is Me: Native Resistance Discourse 1850-1990*, as well numerous academic articles or chapters. In 2005 Dr. LaRocque received an Aboriginal Achievement Award for education.

Dr. Peter Kulchyski:

Dr. Kulchyski joined the Department of Native Studies in 2000. His research interests include Aboriginal cultural politics, political development in the Canadian Arctic, land claims and self-government, and political performance art. Recently, Dr. Kulchyski has published a book, titled *Aboriginal Rights Are Not Human Rights: In Defense of Indigenous Struggles*, has worked as an intervener in the Clean Environment Commission hearings on the Keeyask Generating Station, and is co-director of the Canadian Consortium on Performance and Politics in the Americas.

Dr. David Parent:

David Parent is Métis and is related to the Monkman family from Minnewaken, a Métis community that was dispossessed of their lands west of Lundar in Manitoba's Interlake during the mid-twentieth century. David's doctoral research concerned tracing the ways in which municipal governments have and continue to be central in governing relations of Indigeneity, and Métis relations of Indigeneity in particular. As such, David teaches and researches in the areas of Urban Indigenous Histories, Critical Indigenous Theory, and Métis History and Society. David is an Assistant Professor in the departments of Indigenous Studies and History and can supervise students in both departments.

The Department of Indigenous Studies COLLOQUIUM SERIES

Perhaps the most innovative and novel part of the Graduate Program in Indigenous Studies is the Department's Colloquium Series. The Department of Indigenous Studies offers a weekly, public Colloquium every Wednesday during the Fall and Winter terms, formerly in the Faculty of Arts, now over Zoom and available for all to view on our Facebook page. Featuring speakers from professional, creative, academic, and community-based work and research, this series features the complex theoretical, methodological, ethical and contextual issues in Native Studies from the perspectives of formally and informally trained experts. Given the interdisciplinary nature of Native Studies, speakers approach topics from a variety of different disciplinary perspectives with emphasis on Indigenous culture, history, politics, economics, ethnography, and more.

The Dept of Indigenous Studies Colloquium has become one of the best expressions of the interdisciplinary work being done in Indigenous/Native Studies in the Faculty of Arts, a showpiece for the university academic community, while also a forum for Indigenous and non-Indigenous scholars. Watch for speaker announcements in September with updates announced on our Facebook page.

The Department of Indigenous Studies Professionalization Series

For students in the colloquium and any other interested graduate students in the department (and often the university), our faculty provide weekly professionalization seminars on topics crucial in your development of an academic and professional. These are offered twelve times throughout the school year, immediately following the colloquium on Wednesdays and topics change from year to year. Watch for the poster and schedule released in September.

MANDATORY - Academic Integrity Tutorial & Research Integrity Tutorial

All graduate students must register for and complete **GRAD 7500** Academic Integrity Tutorial and **GRAD 7300** Research Integrity Tutorial, in their first term of study. These on-line courses are 0 credit-hour courses intended to introduce students to their basic responsibilities regarding academic integrity, research, and the resources available to them. https://umanitoba.ca/faculties/graduate_studies/registration/grad7500FAQ.html

Important information for Indigenous Studies Graduate Students

It is the student's responsibility to ensure that all Departmental and university deadlines are met. Please check the Department of Indigenous Studies website. Graduate students in the Department of Indigenous Studies have two annual forms to complete that maintain their standing in the program. *NOTE: Failure to submit these forms will result in the denial of registration through Aurora and may result in students missing essential deadlines related to scholarships.*

These are:

Advisor/Student Guidelines Agreement

All University of Manitoba Graduate students must complete an "Advisor/Student Guidelines Agreement" package by the end of a student's first two years in the program. The form is completed by your supervisor and can be obtained online through UM Learn or at:

<https://umanitoba.ca/graduate-studies/student-experience/advisor-student-guidelines>.

This provides a framework for discussion between advisors and graduate students to establish guidelines to govern their relationship. These guidelines may be revisited at any stage to accommodate for changes in the Student-Advisor relationship. If a student changes supervisor while in their program, the Grad Program Assistant should be notified, and a new ASG should be completed for the student and their new supervisor.

Progress Report

ALL University of Manitoba Graduate students **MUST** submit a progress report to the Faculty of Graduate Studies by June 1 of every year. Students should keep track of any teaching, service, and research they do throughout the year and present to their supervisor and supervisory committee, a Summary of Activities* at the end of every school year (April). The student then complete, with their supervisor and supervisory committee the Progress Report form on a **YELLOW** piece of paper (Faculty of Graduate Studies requires this!) which the Graduate Program Administrator will provide. If lost another form can be found in the FORMS section of the Faculty of Graduate Studies webpage:

<https://umanitoba.ca/graduate-studies/forms>

**See the Appendix in this guide for a model Summary of Activities template!*

Other U of Manitoba deadlines:

Students should consult the following resources for other necessary deadlines they may have regarding courses and programs:

- Academic Calendar:
<http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx>
- U of M Website: <http://umanitoba.ca/student/records/deadlines/>
- U of M FGS deadlines:
<https://umanitoba.ca/graduate-studies/>

COMPLETING A GRADUATE DEGREE IN THE DEPARTMENT OF INDIGENOUS STUDIES

The Department of Indigenous Studies graduate program offers opportunities for specialization in First Nation, Inuit and Métis histories, cultures, social and theoretical issues. Areas include: Aboriginal land, resource and constitutional rights; governance; politics; economic and ecological development; identity; contemporary Aboriginal literatures; Indigenous film; languages; gender; justice issues; post-colonial historiography and criticism. The graduate program reflects Aboriginal perspectives in teaching and research.

The Graduate Program consists of core courses in the Indigenous Studies Department and optional course offerings in other departments. The emphasis of the program is on research and therefore a thesis is a degree requirement in both the MA and Ph.D. programs. Here are the two programs:

The Masters of Arts in Indigenous Studies Program

The Department of Indigenous Studies M.A. program offers opportunities for specialization in First Nations, Inuit and Métis histories, cultures, social and theoretical issues. Areas of study include, but are not limited to: Aboriginal land, resource and constitutional rights; governance; politics; economic and ecological development; identity; contemporary Aboriginal literatures; Indigenous film; languages; gender; justice issues; post-colonial historiography and criticism. The graduate program reflects Aboriginal perspectives in teaching and research.

The emphasis of the M.A. Program is on research and therefore a thesis is a degree requirement. In addition to the thesis, M.A. students must also complete a minimum of 18 credit hours of course work at the graduate level, of which 12 credit hours are mandatory and are listed below:

- i) **INDG 7230 Methodology and Research Issues in Indigenous Studies:** A review of research methods, such as oral histories, and research issues, such as ethics and intellectual property rights, within the context of Indigenous Studies.
- ii) **INDG 7240 Issues in Colonization:** An examination of the factors influencing colonization, assimilation and indigenization. Explores the colonization and decolonization processes, theories of colonization and ways of promoting indigenization without assimilation.
- iii) **INDG 7250 Culture, Theory and Praxis:** A study of selected material in Métis, First Nations, or Inuit studies, designed to meet the special needs of the

graduate student interested in exploring interdisciplinary perspectives in Indigenous Studies.

- iv) **INDG 7280 Indigenous Studies Colloquia:** Theoretical, methodological, ethical and contextual issues in Indigenous Studies are explored from the perspectives of formally and informally trained experts using colloquia format. Students are required to attend regularly and one presentation is required each time this course is taken. This course is taken more three times: Colloquia (1 credit hour), Seminar (1 credit hour) and Presentation (1 credit hour).

Of the 18 credit hours required to meet degree requirements, 6 credit hours are elective. The Department of Indigenous Studies has several other courses to choose from and students should also be aware that graduate level courses from other departments are acceptable as their electives upon approval by the student's Advisor.

The Master's Thesis

Upon completion of coursework, students will develop and deliver a thesis project of approximately three-four chapters and 80-100 pages in length (although some circumstances may vary). This thesis will be overseen by a thesis supervisor and two committee members, one of whom is internal to the department and the other which is usually external. A thesis is a formal comprehensive, written dissertation describing original research on a chosen subject. This work may include, but not be restricted to:

- Investigation aimed at a discovery and/or interpretation of facts;
- Challenge and/or possible revisions of accepted theories or laws; and
- The ordering and synthesizing of existing findings to support a conclusion which could open up new research directions.

The approval from a University of Manitoba Research Ethics Board (REB) may be required prior to the student proceeding with the information gathering procedures for the thesis or practicum. The original letter of the approval from the REB should be kept by the student. A copy of the original should be submitted to FGS at the completion of the thesis/practicum. For further information on ethics refer to:

<http://umanitoba.ca/research/ors/ethics/>

You will only write one thesis (OK, maybe 2).

Always know who your audience(s) will be.

Artifact	Audience	Purpose	Action
Proposal	Supervisor	Persuade your supervisor that, with his or her assistance, you can do research.	Put in the time enthusiastically to help you.
3-minute presentation	Your family	Give them a sense of how important this is to you and show your appreciation for their help.	Forgive you for being boring, not going for a walk. Accept that you will not be there for them all the time. Be happy about your success.
	Supervisor and committee members	Engage him or her and them.	Reads your proposal.
		Keep informed.	Doesn't surprise you.
	Class mates	Engage them and solicit support	Proof-read your documents. Tell you about articles they come across that you might find interesting (and because they understand what you are doing, the articles are in fact interesting and helpful).
	Anyone and everyone.	Take a chance, you'll never know. At the very least, it's good practice for your defense.	
4-5 pager. Big picture overview of the thesis. Establish that the method will produce new knowledge that can solve the problem. Major themes; not exactly an outline (nouns), more like a Treasure Map (verbs) that you must perform (e.g. reveal, explain, elaborate, link).	You and committee	Keeps you focused and grounded, but open to new themes. Your well-defined research problem and research question will signal if incidental information is required. They will also determine the kind of data that you require them.	You need a tool to allow you to quickly determine if an article or book is useful; you will come across all sorts of stuff, shiny objects that attract your attention. The 4 to 5 pager helps you decide if you're going to use the material and the consequences of using it. You may decide that you have enough information or you may realize that there's more you need to know. Or you may decide that you have to scrap a theme or method.
A plan (1 page max) of what you're actually going to do in your method.	You	Guides your method section, your consent form, and your ethics review submission with advisor oversight.	

For your eyes only	You	Define what's in it for you. Keeps you going.	
Ethics review submission	Ethics Board review committee. Probably other community ethics protocols. For example, AMC's or MMF's ethics review committee	Persuade that you are an ethical, respectful, and competent researcher; that you will do no harm. Main focus is that you will do no harm.	Approve. U of M's ethics review provides a certificate.
Consent Form	Participants	Recruit for your study	Put in the time enthusiastically to do whatever.
	Ethics review committee	Same as ethics review submission	
Thesis	Examining committee	Persuade your committee that Award your degree you can do research.	Award your degree
Defense	Examining committee	Persuade your committee that you can perform as a public intellectual	

Upon completion of the thesis, students are to submit their thesis to their committee and upon successful completion of the formal defense of this thesis with the committee. The decision of the committee must be unanimous for students to complete the program. The thesis is then submitted to the Faculty of Graduate Studies.

A Student's Path Through the UMINDG Master's program

A typical trajectory of a student's progress therefore for the Masters in Arts is as follows:

1. Student is accepted into program
2. Student attends Indigenous Studies Graduate Student
3. Orientation Student makes funding plan for graduate work
4. Student chooses and/or is appointed a supervisor
5. Student completes Advisor/Student Guidelines with supervisor
6. Complete Coursework
7. Attend SSHRC workshop
8. Selection of Thesis Supervisory committee
9. Development of thesis/practicum & proposal Proposal is approved by committee and/or supervisor
10. If necessary, obtain approval as needed from Research Ethics Board (and other committees from outside agencies/communities if access approval is required)

11. Conduct research/study/work for thesis
12. Completion of thesis
13. Approval of thesis by Supervisor
14. Distribution of thesis/practicum to Supervisory Committee
15. Oral examination within one month of distribution
16. Further revisions (if applicable)
17. Revisions approved by Advisor
18. Submission of final thesis/practicum to FGS

A typical Master's program takes place over 2-3 years.

Link to FGS required formatting for Theses and dissertations:

https://umanitoba.ca/faculties/graduate_studies/thesis/guidelines.html#submission

Link to instructions for uploading your Thesis and required supplemental materials:

<https://libguides.lib.umanitoba.ca/gradhelp/theses>

The Ph.D. in Indigenous Studies Program

The Department of Indigenous Studies Ph.D. program is based on the interdisciplinary approaches to research and scholarship that have been developed by Indigenous Studies over the years in its curriculum overall. These include an emphasis on Indigenous scholarship (particularly the scholarship of Indigenous academics), Indigenous epistemologies, a strong ethical commitment to Indigenous rural and urban communities, and a high regard for peer review processes.

All doctoral students will be required to complete 12 credit hours of course work at the 7000 level, beyond the course work they may have completed for a Master's degree (or its equivalent) plus 6 credit hours in an Aboriginal language if this requirement has not already been satisfied (see below). A minimum of 50% of the required 12 credit hours must be completed within the Indigenous Studies department. Additional course work may be selected from courses approved by the Indigenous Studies Graduate Committee.

All doctoral students will be required to complete 12 credit hours of course work at the 7000 level of which 3 credit hours are mandatory unless the course was successfully completed in our Master's program. This course is:

INDG 7230 Methodology and Research Issues in Indigenous Studies: A review of research methods, such as oral histories, and research issues, such as ethics and intellectual property rights, within the context of Indigenous Studies.

Of the 12 credit hours required to meet degree requirements, 9 credit hours are elective. The Department of Indigenous Studies has several other courses to choose from and students should also be aware that graduate level courses from other departments are acceptable as their electives upon approval by the student's Advisor. Departments in Arts that have individuals who are Indigenous scholars or who are trained in various aspects of Indigenous Studies include Sociology, English Theater Film and Media, History, Political Studies, and Linguistics.

Students who have not completed at least 6 credit hours of undergraduate study in an Indigenous language or who do not demonstrate advanced knowledge of an Indigenous language through passing a translation examination, will be required to take 6 undergraduate credit hours of study in an Indigenous language appropriate to the topic of their dissertation. The language requirement is in addition to a minimum 12 credit hours of study at the graduate level. Language courses will be taken as auxiliary courses and will not count toward the grade point average.

The PhD Candidacy Process

After coursework and achieving the language requirement, students must proceed to the candidacy process. There are five steps to the University of Manitoba Department of Indigenous Studies (UMINDG) PhD Candidacy Process and this procedure is independent from a student's Thesis Proposal Exercise. The Candidacy Exam will take place within 12-24 months of registering in the program, after all course work has been completed, and will have an oral and written component. The student's advisor will be responsible for the administrative arrangements necessary for the written and oral elements of the Candidacy Exam.

Each student must successfully complete each step for Candidacy to be achieved and any student who fails the candidacy examination twice will be required to withdraw from the UMINDG program and the Faculty of Graduate Studies.

Here are the five steps to the Candidacy Process:

- I. **Development of the Primary Readings List:** Students are required to read the Primary Readings List copied below, which contains seventy (70) texts spanning and encompassing a breadth of scholarship in the field of Indigenous Studies (focusing on Indigenous Theory, Method, Cultural Diversity, History, Law, Economy, Politics, Governance, Literature and Arts). This list was designed by faculty of UMINDG and members of the Indigenous Studies Graduate Committee and is re-developed once every two years. Advisors must ensure that students achieve a competency within each text including the work's major thesis, findings and conclusions, and how the work relates and operates within the intellectual and cultural discipline of Indigenous Studies. Students are encouraged to meet with their advisor and advisory committee regularly to ensure that competency is reached for each text.

- II. **Development of the Area-Specific Readings List:** Alongside completion of Step One, the advisor, advisory committee, and student must *establish an additional, specific list of thirty (30) texts representing a field of expertise in the student's interest and advisor's subject area*. These must be submitted for approval to the Indigenous Studies Graduate Committee prior to the student beginning these readings. This list may gesture students towards their future research project but must engage and encourage students to explore new literatures, ideas, and perspectives in their selected research area. Advisors must ensure that students achieve a competency within each text including the work's major thesis, findings and conclusions, and how the work relates and operates within the intellectual and cultural discipline of Indigenous Studies. (Dr. Miller calls this knowing the intellectual genealogy of a field of study).

Students are encouraged to meet with their advisor and advisory committee regularly to ensure that competency is reached for each text.

- III. **Candidacy Exams:** Upon completion of the reading lists, students and advisors will determine a suitable time to write their candidacy exams. Once this process begins, students cannot have any contact or direction with their advisor or members of their advisory committee in any fashion (either written or oral). Under supervision of the UMINDG Graduate Student Office, students will independently complete a total of three examination questions:
- i. one core question, developed on an annual basis by the Indigenous Studies Graduate Committee
 - ii. one question, developed by their advisory committee that primarily utilizes the Primary Readings List (but may use other sources where appropriate), and
 - iii. one question, developed by their advisory committee primarily utilizing the Area Specific Reading List (but may use other sources where appropriate).

Each question will be handed out independently at the beginning of the week. Students will have five working days to answer each question as a “take home exam” (i.e. 15 working days total) with each final answer being 25 pages or less. The process must be completed in its entirety within five weeks and breaks between questions are permitted.

- IV. **Grading of the Candidacy Exams:** Once submitted to the UMINDG Graduate Student Office, the written part of the exam will be graded on a pass/fail basis by the student’s advisory committee. All written questions must be passed unanimously by all committee members before a student can move on to the oral phase. Students must be provided feedback on their performance and access to the reasons for a pass/fail grade. In the event of a failure of any question, a student has two opportunities to pass the written. A single ‘fail’ of any component by any single committee member will constitute a failed grade for the whole exam.

- V. **The Oral Candidacy Exam:** Coordinated by the UMINDG Graduate Student Office, an oral exam will be scheduled within one month of the successful completion of the final written question and will be conducted by the advisory committee and chaired by the advisor. A student shall have one opportunity to pass the oral exam and any single ‘fail’ of any component by any single committee member will constitute a failed grade for the whole exam. The oral examination will entail:
- i. Introduction by the Chair;
 - ii. explanation of procedures by the Chair;
 - iii. questions by the advisory committee members pertaining to the written answers and oral responses of the student;
 - iv. an in-camera determination by the advisory committee of pass/fail of the student's Candidacy Exam on a unanimous basis; and
 - v. completion of relevant Faculty of Graduate Studies forms and submission to the Dean of Graduate Studies.

On successful completion of this examination, the student will be considered a candidate for the Ph.D. degree.

PRIMARY READINGS LIST (passed by UMINDG Grad Committee as of June 2018 Note: an electronic list is available from your advisor.)

1. Acoose, Janice. *Iskewewak: Neither Indian Princesses nor Easy Squaws*. Toronto: Women's P, 1995.
2. Adams, Howard. *Prison of Grass: Canada from the Native Point of View*. Toronto: General Publishing, 1975.
3. Alfred, Gerald R. *Peace, Power, and Righteousness: an Indigenous Manifesto*. Don Mills: Oxford UP, 1999.
4. Andersen, Chris. *Metis: Race, Recognition, and the Struggle for Indigenous Peoplehood*. Vancouver: UBC Press. 2014.
5. Anderson, Kim. *Life Stages and Native Women: Memory, Teachings, and Story Medicine*. Winnipeg: U of Manitoba P, 2011.
6. Asch, Michael. *On Being Here to Stay: Treaties and Aboriginal Rights in Canada*. Toronto: University of Toronto Press. 2014.
7. Aupilaarjuk, Mariano, Marie Tulimaaq, Akisu Joamie, Emile Imaruittuq, and Lucassie Nutaraaluk. *Inuit Laws*. Edited by Jarich Oosten et al. Iqaluit: Nunavut Arctic College, 2017.
8. Basso, Keith H. *Wisdom sits in places: Landscape and language among the Western Apache*. U of New Mexico P, 1996.
9. Battiste, Marie and James Youngblood Henderson. *Protecting Indigenous Knowledge and Heritage*. Saskatoon: Purich, 2000.
10. Berger, Thomas R. *Northern Frontier, Northern Homeland: Report of the Mackenzie Valley Pipeline Inquiry (2 Vols.)*. Ottawa: Minister of Supply and Services Canada, 1977.
11. Blaut, J. M. *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History*. New York: The Guilford P, 1993.
12. Borrows, John. *Recovering Canada: the Resurgence of Indigenous Law*. Toronto: U of Toronto P, 2002.
13. Borrows, John and Michael Coyle, eds. *The Right Relationship: Reimagining the implementation of historical treaties*. Toronto: University of Toronto Press. 2017.
14. Brant, Beth. *Writing as Witness*. Toronto: Women's P, 1994.
15. Brown, Jennifer S. H. *Strangers in Blood: Fur Trade Company Families in Indian Country*. Vancouver: UBC P, 1980.
16. Byrd, Jodi. *The Transit of Empire: Indigenous Critiques of Colonialism*. Minneapolis: University of Minnesota Press. 2011.
17. Cardinal, Harold. *The Unjust Society: The Tragedy of Canada's Indians*. Edmonton: M. G. Hurtig Ltd., 1969.
18. Carter, Sarah. *Lost Harvests: Prairie Indian Reserve Farmers and Government Policy*. Montreal and Kingston: McGill-Queen's UP, 1990.
19. Coulthard, Glen. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: U of Minnesota P, 2014.
20. Cox, James and Daniel Heath Justice, eds. *The Oxford Handbook of Indigenous American Literature*. Don Mills: Oxford UP, 2014.
21. Craft, Aimee. *Breathing Life into the Stone Fort Treaty: An Anishinaabe Understanding of Treaty One*. Saskatoon: Purich Publishing, 2013.
22. Cruikshank, Julie, Angela Sidney, Kitty Smith, and Annie Ned. *Life Lived Like a Story:*

- Life Stories of Three Yukon Native Elders*. Vancouver: UBC P, 1990.
23. Culleton, Beatrice. *In Search of April Raintree*. Portage and Main P, 1999.
 24. Davis, Lynne, ed. *Alliances: Re/Envisioning Indigenous-non-Indigenous Relationships*. Toronto: University of Toronto Press, 2010.
 25. Deloria, Vine. *Custer Died for Your Sins*. 1969. Norman: U of Oklahoma P, 1988.
 26. Devine, Heather. *The People Who Own Themselves: Aboriginal Ethnogenesis in a Canadian Family, 1660-1900*. Calgary: University of Calgary Press, 2013.
 27. Driskill, Qwo-Li et al, eds. *Queer Indigenous Studies: Critical Interventions in Theory, Politics, Literature*. Tucson: University of Arizona P, 43-65.
 28. Eigenbrod, Renate. *Travelling Knowledges: Position in the Im/Migrant Reader of Aboriginal Literatures in Canada*. Winnipeg: U of Manitoba P, 2005.
 29. Fanon, Frantz. *The Wretched of the Earth*. New York: Grove Books, 1963.
 30. Francis, Daniel. *The Imaginary Indian: The Image of the Indian in Canadian Culture*. Vancouver: Arsenal Pulp P, 1992.
 31. Green, Joyce, ed. *Making Space for Indigenous Feminism*, 2nd ed. Winnipeg: Fernwood Publishing, 2017.
 32. Henderson, Sakej James. *Indigenous Diplomacy and the Rights of Peoples: Achieving UN Recognition*. Purich Publishing, 2008
 33. Highway, Tomson. *The Rez Sisters: a play in two acts*. Saskatoon: Fifth House, 1988.
 34. Hulan, Renee and Renate Eigenbrod (eds.). *Aboriginal Oral Traditions: theory, practice, ethics*. Halifax: Fernwood Books, 2008.
 35. Innes, Robert Alexander, and Kim Anderson, eds. *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*. Winnipeg: University of Manitoba Press, 2015.
 36. Johnston, Basil. *Ojibway Heritage*. Lincoln: U of Nebraska P, 1976.
 37. Kimmerer, Robin Wall. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis: Milkweed Traditions. 2013.
 38. The Kino-nda-niimi Collective. *The Winter We Danced: Voices from the Past, the Future, and the Idle No More Movement*. Winnipeg: ARP Books, 2014.
 39. King, Thomas. *The Truth About Stories*. Toronto: Anansi Press, 2003.
 40. ———. *The Inconvenient Indian: A Curious Account of Native People in North America*. Toronto: Doubleday, 2012.
 41. Kovach, Margaret. *Indigenous Methodologies: Characteristics, Conversations and Contexts*. Toronto: University of Toronto Press. 2009.
 42. Kulchyski, Peter. *Like the Sound of a Drum: Aboriginal Cultural Politics in Denendeh and Nunavut*. Winnipeg: University of Manitoba Press, 2005.
 43. LaRocque, Emma. *When the Other Is Me: Native Resistance Discourse 1850-1990*. Winnipeg: University of Manitoba Press, 2010.
 44. Lawrence, Bonita. *“Real” Indians and Others: Mixed-Blood Urban Native Peoples and Indigenous Nationhood*. Vancouver: UBC Press, 2004.
 45. Maracle, Lee. *I Am Woman*. Vancouver: Press Gang, 1996.
 46. Memmi, Albert. *The Colonizer and the Colonized*. Boston: Beacon Press, 1965.
 47. Miller, Cary. *Ogimaag: Anishinaabeg Leadership, 1760–1845*. Lincoln: U of Nebraska P, 2010.
 48. Million, Dian. *Therapeutic Nations: Healing in an Age of Indigenous Human Rights*. Tucson: U of Arizona P, 2013.
 49. Milloy, John S. *A National Crime: The Canadian Government and the Residential School System - 1879 to 1986*. Winnipeg: U of Manitoba P, 2017.
 50. Mitiarjuk, Salome. *Sanaaq: An Inuit Novel*. Winnipeg: University of Manitoba Press,

- 2013.
51. Monture-Angus, Patricia. *Thunder in my Soul*. Halifax: Fernwood Publishing, 1995.
 52. Monture, Patricia and Patricia D. McGuire, eds. *First Voices: An Aboriginal Women's Reader*. Toronto: Inanna Publications, 2009.
 53. Moses, Daniel David et al. *An Anthology of Canadian Native Literature in English*. 4th ed. Don Mills: Oxford UP, 2013.
 54. Nemiroff, Diane, Charlotte Townsend Gault and Robert Houle, eds. *Land, Spirit, Power: First Nations at the National Gallery of Canada*. 1992.
 55. Peterson, Jacqueline and Jennifer Brown, eds. *The "New Peoples": Being and Becoming Métis in North America*. Winnipeg: U of Manitoba P, 1985.
 56. Regan, Paulette. *Unsettling the Settler Within: Indian Residential Schools, Truth Telling and Reconciliation in Canada*. Vancouver: UBC P, 2010.
 57. Ridington, Robin. *Trail to Heaven: Knowledge and Narrative in a Northern Native Community*. Vancouver: Douglas and McIntyre, 1988.
 58. Root, Deborah. *Cannibal Culture: Art, Appropriation and the Commodification of Difference*. Boulder: Westview Press, 1996.
 59. Royal Commission on Aboriginal Peoples. *Final Report*. 5 vols. Ottawa: Government of Canada, 1992.
 60. Said, Edward W. *Orientalism*. New York: Vintage Books, 1978.
 61. Simpson, Audra. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke UP, 2014.
 62. Simpson, Leanne. *Dancing on our Turtle's Back: Stories of Nishnaabeg Re-Creation, Resurgence, and a New Emergence*. Winnipeg: Arbeiter Ring Press, 2011.
 63. ———. *As We Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press, 2017.
 64. Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. London & New York: Zed Books, 1999.
 65. St-Onge, Nicole, et al, eds. *Contours of a People: Metis Family, Mobility, and History*. Norman: U of Oklahoma P, 2012.
 66. Suzack, Cheryl et al., eds. *Indigenous Women and Feminism: Politics, Activism, Culture*. Vancouver: UBC P, 2010.
 67. Tester, Frank, and Peter Kulchyski. *Tammarniit (Mistakes): Inuit Relocation in the Eastern Arctic 1939-63*. Vancouver: UBC Press, 1994.
 68. Van Kirk, Sylvia. *"Many Tender Ties": Women in Fur-Trade Society, 1670-1870*. Winnipeg: Watson and Dwyer, 1980.
 69. Vizenor, Gerald. *Manifest Manners: Narratives on Postindian Survivance*. Lincoln: U of Nebraska P, 1999.
 70. Wuttunee, Wanda. *Living Rhythms: Lessons in Aboriginal Economic Resilience and Vision*. Kingston and Montreal: McGill-Queen's UP, 2004.

The PhD Dissertation

Upon completion of coursework, students will develop and deliver a thesis project of approximately five-six chapters and 150-250 pages in length (although some circumstances may vary). This thesis will be overseen by a thesis supervisor and two committee members, one of whom is internal to the department and the other which is usually external. A thesis is a formal comprehensive, written dissertation describing original research on a chosen subject. This work may include, but not be restricted to:

- Investigation aimed at a discovery and/or interpretation of facts;

- Challenge and/or possible revisions of accepted theories or laws; and
- The ordering and synthesizing of existing findings to support a conclusion which could open up new research directions.

An essential feature of PhD study is the candidate's demonstration of competence to complete a research project and present the findings. The thesis must constitute a distinct contribution to knowledge based on original research in the major field of study and the material must be of sufficient merit to be, in the judgment of the examiners, acceptable for publication. Check out the guide on page 16 of this Handbook.

The approval from a University of Manitoba Research Ethics Board (REB) may be required prior to the student proceeding with the information gathering procedures for the thesis or practicum. The original letter of the approval from the REB should be kept by the student. A copy of the original should be submitted to FGS at the completion of the thesis/practicum. For further information on ethics refer to:

<http://umanitoba.ca/research/ors/ethics/>

Upon completion of the thesis, students are to submit their thesis to the Faculty of Graduate Studies and have a formal defense of this thesis with the committee. The decision of the committee must be unanimous for students to complete the program.

A Student's Path Through the UMINDG PhD program

A typical trajectory of a student's progress therefore for the Ph.D. is as follows:

1. Student is accepted into program
2. Student attends Indigenous Studies Graduate Student Orientation
3. Student makes funding plan for graduate work
4. Student chooses and/or is appointed a supervisor
5. Student completes Advisor/Student Guidelines with supervisor
6. Student completes Coursework
7. Student completes SSHRC workshop
8. Student completes second language requirement
9. Student completes Candidacy process
10. Student and Supervisor select Thesis Supervisory committee
11. Development of thesis proposal
12. Proposal defense and approval
13. If necessary, obtain letters of approval as needed from U of M Research Ethics Board (and other committees from outside agencies if access approval is required)
14. Conduct research
15. Completion of thesis
16. Review by advisor/advisory committee to ensure preparedness for examination
17. Submission of thesis to FGS who distributes to internal examining committee
18. Submission of potential external examiners to FGS
19. Upon approval of thesis by the external, the date is set for the Oral Examination
20. Oral examination and public defense of thesis
21. Further revisions (if applicable)
22. Revisions approved by Advisor/examining committee
23. Submission of final thesis/practicum to FGS

FINANCIAL SUPPORT FOR GRADUATE STUDENTS

For more information on teaching and research assistantships or grader/marker positions available to graduate students' campus wide, please review official notices available at:
Human Resources Office: 317 Administration Building
Website: http://www.umanitoba.ca/admin/human_resources/employment/

I. Band or Federation Sponsorship

Ask your Education Counsellor from your Band or Federation if they provide sponsorships for students pursuing Graduate Studies. It never hurts to ask!!

II. Funding and Awards

First check the University of Manitoba Awards Database at:
<http://webapps.cc.umanitoba.ca/gradawards/>. Then, contact FGS for more on internal awards, external awards, or needs-based funding at:
500 University Centre
Phone: 204-474-9377
E-mail: graduate_awards@umanitoba.ca
Website: http://umanitoba.ca/faculties/graduate_studies/funding/index.html

There are many scholarships and bursaries that the University of Manitoba and the Department of Indigenous Studies offer. Note: many bursaries require an annual one-time application for you to be eligible for all bursaries **due before October 1**. The link is: http://umanitoba.ca/student/fin_awards/bursaries/

These are:

- i) ***The Department of Indigenous Studies Graduate Scholarship***: this scholarship of at least \$2,000 shall be awarded to students who:
 - a. are enrolled in the Faculty of Graduate Studies, in the Master of Native Studies program;
 - b. have achieved a minimum degree grade point average of 3.0 (or equivalent) based on the last 60 credit hours of study (or equivalent);
 - c. have completed the two required courses *Methodology and Research Issues in Native Studies* (NATV 7230) and *Issues in Colonization* (NATV 7240) with a minimum combined grade point average of 3.0*;
 - d. will undertake thesis research during the summer term of their first or second year of study in the program.*Priority will be given to students who have completed their course work for the program and have submitted a thesis proposal.
- ii) ***The CD Howe Foundation Fellowships in Creative Writing and Oral Culture***: the Faculty of Arts awards two one-year Fellowships in Creative Writing and Oral Culture. The Fellowships valued at approximately \$10,000 each for 2011-2012 will be offered to students who:
 - a. are enrolled full-time in the Faculty of Graduate Studies, in a Masters or Doctoral degree program;

- b. have achieved a minimum degree grade point average of 3.5 (or equivalent) based on the last 60 credit hours of study;
- c. are conducting thesis research in Creative Writing (producing an original work of literature) or on the critical study of oral cultures.
- d. Students with lived experience of indigenous and other oral cultures are particularly encouraged to apply.

Recipients may hold the CD Howe Foundation Fellowships in Creative Writing and Oral Culture concurrently with any other awards, consistent with policies in the Faculty of Graduate Studies. The Fellowships are not automatically renewable but previous recipients may reapply.

iii) ***The Renate Eigenbrod Bursary***: an award that provides financial support to graduate students in Indigenous Studies. Each year, beginning in 2017-2018, the available annual interest from the fund will be used to offer one bursary to a graduate student who:

- a. is enrolled full-time in the Faculty of Graduate Studies in either:
- b. the first, second, or third year of a Master's program in Indigenous Studies, or
- c. the first, second, third, fourth, or fifth year of a doctoral program in Indigenous Studies;
- d. has achieved a minimum grade point average of 3.5 based on the previous 60 credit hours (or equivalent) of study;
- e. **has demonstrated financial need on the standard University of Manitoba bursary application form.**

The bursary is renewable for up to four years, provided the student continues to meet the criteria as outlined above. If in any given year, the recipient does not qualify for renewal, a new student will be selected based on the criteria above.

iv) ***Raymond F. Currie Graduate Fellowship***: two awards are made possible annually from Dr. Raymond F. Currie, Dean Emeritus of Arts, his friends and colleagues, and through a contribution from the Graduate Fellowship Matching Funds Program, in support of Faculty of Arts graduate students' research on issues related to:

- a. Indigenous Canadian people, and
- b. persons with disabilities

Each award of approximately \$3,000 will be given annually to a graduate student who:

- is enrolled full-time in the Faculty of Graduate Studies, either at the Masters or Ph.D. level, in a program delivered by a Department in the Faculty of Arts in the year in which the fellowship is tenable;
- have completed at least one Regular Session (or two terms) in the chosen program to date;
- have achieved a minimum cumulative grade point average of 3.5 (or equivalent) based on the last two years of full-time study; and;
- have undertaken or have proposed to undertake research focused on issues related to indigenous Canadian people or to persons with disabilities.

One fellowship will be offered to a student whose research focuses on issues related to indigenous Canadian people and one will be offered to a student whose research concerns issues related to persons with disabilities.

Applicants will be required to submit an application which will consist of a one-page (maximum 500 words, single spaced) description of their proposed or ongoing research, a current academic transcript, and two (2) academic letters of reference from professors at a post-secondary institution. The fellowships shall be tenable in the fall session following the announcement of the recipient. Candidates will be assessed as follows: record of academic achievement (30%), research statement (40%), letters of reference (30%). Recipients may hold the Raymond Currie Graduate Fellowships concurrently with any other awards, consistent with the policies of the Faculty of Graduate Studies, but a student cannot hold the Raymond F. Currie Graduate Fellowship award more than twice. Selection of the award recipients will be made by a sub-committee of an Associate Dean of the Faculty of Arts, the Dean of the Faculty of Graduate Studies (or delegate) and a faculty member in the Faculty of Arts. **Deadline for applications will be June 15th of each year.** Application information is available from the Associate Dean in the Faculty of Arts.

- v) ***Tri Council Scholarships (NSERC, SSHRC, CIHR):*** Start thinking about a Tri-Council Scholarship one-year before you want to start receiving the award. Deadlines are typically in early fall for awards starting the following fall, however, the deadlines vary.

- vi) ***University of Manitoba Graduate Fellowship (UMGF and MGS):*** see information at:
http://umanitoba.ca/faculties/graduate_studies/funding/585.html
Ph.D. \$18,000 for a 12-month period
Masters \$14,000 for a 12-month period

- vii) ***Other Awards:***
 - a. *RBC Indigenous Students Awards Program – Will consider any degree program for 1-4 years of funding* <http://aboriginalstudents.ca/site-sponsors/rbc/>
 - b. *University of Manitoba Graduate Student (UMGSA) Awards -*
<http://www.umgsa.org/our-services/umgsa-awards/>
 - c. *Indspire Awards -* <http://www.indspire.ca>
 - d. *University of Manitoba Colleges have some scholarships available for graduate students (college membership required for most of them) -*
<http://umanitoba.ca/colleges/>
 - e. *J.G. Fletcher PhD Fellowship for Research in Aboriginal Issues – see FOGS award database*

The Faculty of Graduate Studies maintains an up-to-date listing of all fellowships and scholarships available to graduate students in Indigenous Studies at: <http://webapps.cc.umanitoba.ca/gradawards/>. The most noteworthy of these are the University of Manitoba Graduate Fellowships

Sciences and Humanities Research Council of Canada (SSHRC) Fellowships, and Manitoba Health Research Council Studentships. Students are strongly urged to pursue these opportunities. Such awards usually provide the most generous remuneration and at the same time allow students to devote all of their time to their studies. It should also be noted that holding a fellowship/scholarship does not preclude the student from obtaining other forms of assistance (e.g., teaching assistantships).

III. Grant-Supported Research Assistantships

Faculty members with research grants frequently require research assistants. The number of such opportunities varies from year to year, but some graduate students are regularly employed in this way.

IV. Canada Student Loans and Manitoba Government Bursaries

Students who can demonstrate need may be eligible for loans and/or bursaries. Contact the University's Financial Aid & Awards Office for details.

V. Teaching Assistantships and Sessional Lectureships

This is the major form of assistance for graduate students. Funds for these positions are made available to the Department by the University and are then allocated and administered in accordance with the Collective Agreement between the Canadian Union of Public Employees (CUPE) and the University of Manitoba. These vacancies are usually posted mid-July - mid-August for Fall and Winter term for T.A-ships and in March for positions in spring/summer session. An email will be sent to all registered Indigenous Studies graduate students informing them of these postings. Students should consult the Collective Agreement for terms and conditions governing these appointments both during the regular academic session and summer session. New applicants who are interested in obtaining such employment should contact the Department Head as early as possible. Sessional Lectureships are only available for students in the Ph.D. program.

VI. Academic Travel/ Conference Grants

These are university-based funds to assist graduate students with costs for travel for presentations of papers, posters, or other creative work pertinent to their studies. Here are a few:

Faculty of Arts - Student Conference Travel Award

<https://umanitoba.ca/faculties/arts/awards/3006.html>

Faculty of Graduate Studies Travel Award

See: http://umanitoba.ca/faculties/graduate_studies/media/FGS_Travel_App.pdf

University of Manitoba: Graduate Student Association Conference Grants

See: <http://www.umgsa.org/our-services/conference-grant-application/>

Department Funded Travel:

Contact your supervisor in the Department of Native Studies for information related to student conference participation.

VII. Emergency Loans

There are several funds available for emergency situations. They are:

FGS Emergency Fund

To assist full-time graduate students with immediate educational & living costs not applicable to Tuition Fees. For more information:

http://umanitoba.ca/faculties/graduate_studies/media/emergency_loan.pdf

UMGSA Hardship Fund

UMGSA offers limited financial support to students who are not eligible for FGS emergency loans. For more information, contact the UMGSA VPA at 221

University Centre, Phone: 204-474-9181 or email: vpa@umgsa.org

U of M Food Bank

Students are eligible to collect from the food bank if they are enrolled in the current academic term and bring their Student Photo ID Card. Go to 518 University Centre, Phone: 204-474-9850 or email: foodbank@cc.umanitoba.ca

GROWING YOUR SKILLS

Faculty of Graduate Studies Three Minute Thesis Competition

Being concise and precise in sharing your research is an art. That means you can learn, practice and excel and this competition will help. It is usually in March and you can work with your advisor to hone your skills. Students will compete for the Dr. Archie McNicol Prize for First Place (\$2,500), the UM Retirees Prize for Second Place (\$1,250), Third Place (\$750), and the People's Choice award.

APPENDIX 1: Q & A

HERE ARE A LIST OF QUESTIONS STUDENTS OFTEN ASKED AND THEIR ANSWERS:

What happens to the timing of the PhD comp process when a student becomes ill during the process of writing answers to the exam questions?

A: Students should call the Graduate Program Administrator and the process stops. With a doctor's note, the advisor can direct the Graduate Program Administrator to reconvene the session once the student is healthy.

When do PhD students approach the Graduate Program Administrator to register for their comprehensive exams?

A: Students should be working closely with their supervisor to ensure all steps are completed in order. Registration for the comprehensive exam process will occur in the term that the exams will be written.

What department do I choose on the SSHRC application since there is no Native Studies choice?

A: Choose "Fine Arts" and then pick Other as one alternative.

How do I make the most of all the research sources I have used in my undergraduate and graduate work?

A. The University offers sessions on how to use Mendeley, which is free software that runs on a computer to create a database of all the books, articles, web pages, and other sources for use in a career. The database can be accessed from an iPhone and an iPad (or Android devices). Grad students can enter the Candidacy reading list and get familiar with them by using them in their work immediately. If the habit of entering everything into Mendeley is developed, then, over time, an intellectual, long-term memory is created: The sources of every paper a student writes is accessible years later.

Which communities have their own research approval process?

A. Manitoba Métis Federation is completing a process that will include research with as few as one Métis person. Speak to your advisor about the process.

What is some advice when dealing with the ethics process?

- A. Here is some advice from students when going through the ethics process:
1. My biggest apprehension in approaching ethics was having them contest the work that I proposed with Indigenous peoples. I had heard of people struggling to clear ethics because of their work with Indigenous peoples, whether doing it within the community, the type of work, how recruitment was going to be completed, the consent process, using the language, how it would affect community members, etc. I was ultimately afraid that they wouldn't understand the purpose of my study and Indigenous protocol.
 2. I followed the ethics guidelines for work that involved Indigenous peoples. They do have a separate form for those working with Indigenous peoples to fill out, it is called Schedule A. However, my work did not really fall within this form as they were more concerned with people working within a specific community,

including other approvals from the community required for that work. I worked with my advisor on answering this part.

3. For other students, I would say, follow the protocol for completing your ethics application very closely. Ethics is extremely confusing and they require a lot of different information and forms. Make sure to download the 'Check-List for New Studies' which is a required part of the application process and follow it very closely. Explain your study exactly how you would like to complete it, and if they have an issue, they will raise it when they review your application. Also, don't feel required to abide by all of their suggestions right away, you can argue them, especially when it comes to work with Indigenous peoples. However, if they don't approve your argument, you will need to adapt the application. Also, the ethics coordinator is extremely helpful and very fast to respond to emails. If you have any questions or concerns while you fill out the forms, direct them to her. If possible, attend one of her Gradsteps Workshops, she outlines little things that you can do, in terms of formatting that will ensure that your application is accepted immediately.

APPENDIX 2: MODEL SUMMARY OF ACTIVITIES REPORT (GIVE TO SUPERVISOR)

SUMMARY OF ACTIVITIES FOR ____ - ____ SCHOOL YEAR FOR (NAME)

RELEVANT TEACHING, RESEARCH, SERVICE & PROGRESS TOWARDS DEGREE

August 15, 2016	Attended UM workshop “Foundations of Literature Search for Education”
August 20, 2016	Attended UM Summer Research Training Institute: “Staying Organized During a Systematic Review” (workshop)
Summer 2016	Volunteered for Winnipeg Public Library Board (incl. History Book committee) Volunteered for Winnipeg Public Library Board Executive (Vice-Chair and outreach) Volunteered for North End Bell Tower events
August 27, 2016	Made a presentation to U of Manitoba Prof. Hlynka’s EDUB 7460 Information Technology and Education course.
Fall Term 2016	Course Completed: NATV XXXX – Name of Course Course Completed: NATV XXXX – Name of Course
September 5, 2016	Walked with local Indigenous community welcoming sacred totem pole to Winnipeg and in solidarity with NoDAPL.
September 30, 2016	Attended MERN Symposium at Manitoba Teachers’ Society
October 21 & 22, 2016	Attended MGEU Convention as delegate
November 3, 2016	Attended “Establishing and Maintaining Contact With Elders, Sacred Objects” – North End Family Centre
November 10, 2016	Attended “Coming of The Sacred Pipe” presentation – Migizii Agamik
November 17, 2016	Attended “Seven Sources of Healing” at Treaty Relations Commission
Winter Term 2017	Course Completed: NATV XXXX – Name of Course Course Completed: NATV XXXX – Name of Course
January 6, 2017	Attended screening of “Colonization Road”
January 11, 2017	Attended UM workshop: “Communication and Conflict; Skills to Improve Interactions with Others”
January 25, 2017	Attended UM workshop: “Manage Your Author Identity with ORCID”
February 2, 2017	Sought and received advice and consultation from RRC Resident Elder
February 23, 2017	Attended UM workshop: “Conflict in Classrooms, Groups, Workplace”
March 3, 2017	Submitted article entitled “____” for publication with Canadian Journal of Indigenous Studies
March 9, 2017	Attended UM workshop: “Assertiveness and Boundaries at Home, Classroom, Workplace”
March 9, 2017	Attended “Niibwa Ndanwendaagan” (My Relatives) at Urban Shaman Gallery

- March 15, 2017 Attended “Online & Oral Traditions in Indigenous Media” (Indigenous Studies Colloquium Series: Kim Wheeler and Rosanna Deerchild)
- March 18, 2017 Attended “Rising Up” Indigenous Studies Graduate Student Symposium

FUTURE PLANNED ACTIVITIES

- May 27 – 31, 2017 Attendance at CSSE 2017 Conference in Toronto.
- May 31, 2017 Hosting a round-table discussion at CSSE 2017 Conference: “Culture In The Balance: Risks And Rewards Of Technology In Indigenous Language Learning.”
- Remaining Coursework** **NATV XXXX – Name of Course**
- Fall 2017 Submit two academic articles for publication and peer review

APPENDIX 3: THE ONGOING STRATEGIC PLAN OF THE DEPARTMENT OF INDIGENOUS STUDIES

Beginning in 2015, the department follows four primary – and interconnected – paths to fulfill its vision for the field of Native/Indigenous Studies in a strategic plan. They are:

A. The Creation of Knowledge

The Department of Indigenous Studies at the University of Manitoba produces and disseminates outstanding scholarship, which reflects upon the historical and contemporary position of Indigenous peoples, promotes interdisciplinary research and creative pedagogies, and challenges existing paradigms in the field. We achieve this through:

- promoting on-going, scholarly, and refereed research;
- expanding/developing Indigenous Studies through ethical/dynamic
- research; developing and delivering an outstanding graduate program that expands, challenges, and builds on the field of Indigenous Studies;
- encouraging publication of research results in peer-reviewed, respected, and accessible spaces.

B. Honouring Community

The Department of Indigenous Studies at the University of Manitoba has very close ties with the communities it serves and is committed to building bridges, engaging meaningfully, and supporting the work of the communities with which it interacts. We achieve this through:

- delivering courses and research projects with and in Indigenous communities;
- consulting with Indigenous communities on student, research, and service needs;
- delivering projects and programs that service Indigenous communities;
- sponsoring/enrichening events/work performed with/in Indigenous communities.

C. Excellence in Teaching

The Department of Indigenous Studies at the University of Manitoba recognizes the potential of all students and offers them opportunities to learn about Indigenous peoples by instructing and mentoring critical thinking, research, writing and interpretive skills in undergraduate and graduate courses. We achieve this through:

- delivering courses that develop oral and written research and presentation
- utilizing the most current and pertinent work in the field of Indigenous
- Studies; mentoring undergraduate and graduate students;
- demonstrating, examining, and recognizing the use of both Indigenous and non-Indigenous perspectives in teaching.

D. Looking to the Future

The Department of Indigenous Studies at the University of Manitoba is committed to building a rich and dynamic future that incorporates Indigenous scholarship, worldviews, and perspectives both inside and outside of the University of Manitoba. We achieve this through:

- dedication to ongoing professional, institutional, and intellectual growth;
- incorporation of outstanding Indigenous intellectuals, knowledge-keepers, colleagues, and non-Indigenous allies;
- the continual creation of long-term strategic plans;
- ongoing examination of our strategic plan.