

Anthropology 435 Advanced Indigenous Studies 2016

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Office hours: Wednesdays 5:30 – 6:45 JBB 306 or anytime by appointment

Course Description

What are Aboriginal rights? What is reconciliation? What is decolonization? What is social justice for Indigenous peoples?

This course examines Indigenous legal traditions and governance through a celebration of Indigenous knowledges. We critically assess the consequences of colonization, assimilation and systemic discrimination and government policies on Indigenous peoples, and evaluate the current issues that challenge Indigenous sovereignty and the sustainability of their rights, cultures, and practice of customary knowledge.

Our study focuses on the political, legal and cultural processes involved in treaty negotiations, social justice, social control, and social change. We analyze the complex processes through which laws and policies shape social lives, and how power structures shape and alter cultures, rights and governance practices. We explore how people invoke law, justice and rights in their daily struggles to resist cultural, gender, racial, ethnic, religious, and class based inequalities. Through a comparative framework we consider the themes, theories, ethics and methods central to Indigenous anthropology.

We will examine the implications of the Truth and Reconciliation Commission and ascertain how the 94 Calls to Action are transforming the relationships between Indigenous peoples and settler society.

Special this year is the opportunity to work closely with renowned Mi'kmaw artist Alan Syliboy. We will be sharing four learning sessions with Mr. Syliboy to consider: translating cultural knowledge, cultural sustainability, activism and reconciliation through art. Each session has a required experiential learning participant observation exercise and a field note writing assignment.

Goals and Objectives

1. To critically assess the impacts of colonization on Indigenous peoples in Canada;
2. To examine and compare strategies to address social change and governance in Indigenous communities;
3. To engage in discussions and develop action plans to build sustainable economies and reinvigorate Indigenous cultures and Indigenous knowledge;
4. To understand and practice ethical protocols and collaborative methodologies used in conducting anthropological research with Indigenous communities.
5. To practice decolonization in every day actions.
6. To implement the Calls to Action of the Truth and Reconciliation Commission.

Required Texts

Monchalin, Lisa (2016) *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. Toronto: University of Toronto Press. (Available at the bookstore and on reserve in the library).

On line texts:

Truth and Reconciliation Commission final report – Honouring the Truth, Reconciling for the Future (2015)

http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf

Truth and Reconciliation Commission final report – What We Have Learned – Principles of Truth and Reconciliation

http://nctr.ca/assets/reports/Final%20Reports/Principles_English_Web.pdf

Truth and Reconciliation Commission final report - Volume 6 Reconciliation

http://nctr.ca/assets/reports/Final%20Reports/Volume_6_Reconciliation_English_Web.pdf

Royal Commission on Aboriginal Peoples (1996)

http://www.collectionscanada.gc.ca/webarchives/20071115053257/http://www.ainc-inac.gc.ca/ch/rcap/sg/sgmm_e.html

Indian Act (R.S.C., 1985, c. I-5) <http://laws-lois.justice.gc.ca/eng/acts/I-5/>

United Nations Declaration on the Rights of Indigenous Peoples

http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Recommended Texts

Asch, Michael (2014) *On Being Here To Stay*. Toronto: University of Toronto Press.

Borrows, John (2016) *Freedom & Indigenous Constitutionalism*. Toronto: University of Toronto Press.

Borrows, John (2010) *Canada's Indigenous Constitution*. Toronto: University of Toronto Press.

Hedican, Edward (2008) *Applied Anthropology in Canada: Understanding Aboriginal Issues*. Toronto: University of Toronto Press.

Jorgensen, Miriam (ed) (2007) *Rebuilding Native Nations: Strategies for Governance and Development*. Tucson: University of Arizona Press.

Milward, David (2012) *Aboriginal Justice and the Charter: Realizing a Culturally Sensitive Interpretation of Legal Rights*. Vancouver: University of British Columbia Press.

Simpson, Audra and Andrea Smith (Eds.) (2014) *Theorizing Native Studies*. Durham: Duke University Press.

Simpson, Leanne (2008) *Lighting the Eighth Fire*. Winnipeg: ARP Books.

Subscribe to Google alerts Aboriginal news.

Reading & Assignment Schedule

September 7: Who we are – talking circle & principles of truth and reconciliation.

September 14: Research Skills workshop – Angus L. MacDonald library 3rd floor Centre for Teaching and Learning - create annotated bibliography for essay assignment (read: TRC Executive Summary Honouring the Truth on line).

September 21: (read: *The Colonial Problem* pages 1-39) Discussion: stereotypes & teachings.

September 28: (read: *The Colonial Problem* pages 39-103) Discussion: teachings & colonialism & treaties.

October 5: Evening with Alan Syliboy & Feminist Hive: Shelley Price “Indigenous North American stories of creation via the Sky Woman using an ecofeminist perspective. Schwartz 205 (read: TRC Volume 6)

October 12: Evening with Alan Syliboy (read: *The Colonial Problem* pages 103-143) Discussion: Discriminatory legislation & Project of Heart

October 19: (read: *The Colonial Problem* pages 143-201) Discussion: Criminalization & Missing and Murdered Indigenous women.

October 26: (read: *The Colonial Problem* pages 201-258) Discussion: court cases & land claims.

November 2: Evening with Alan Syliboy – Painting Reconciliation (read: United Nations Declaration on the Rights of Indigenous Peoples)

November 9: Evening with Alan Syliboy (read: TRC - What We Have Learned – Principles of Truth and Reconciliation on line)

November 16: (read: *The Colonial Problem* pages 258-286) Discussion: Indigenous legal traditions & sentencing circle

November 23: (read: *The Colonial Problem* pages 287-322) Discussion: TRC Calls to Action & eighth fire prophecy: **class presentations of essay / films**

November 30: ceremony – what have we learned, how will we move forward with reconciliation.

Assignments: Late assignments will not be accepted.

Participant Observation Field Note Exercises (4 x 10 marks each)

Participant observation is an important research method in anthropology. For each of the four events you attend write up detailed field notes of what you observed.

The assignment structure includes:

1. **Context:** a paragraph or two contextualizing the event within the discourse of Indigenous anthropology (what is the issue, why is it important, what are the key words, themes, theories) (1 page)
2. **Description:** in great detail describe who, what, when, where, why, how of what you witnessed and experienced (2 pages)
3. **Analysis and Interpretation:** write up your reflections of the event and assess the value of the event in terms of reconciliation and the 94 Calls to Action of the TRC (1 page). Type your reports (maximum 5 pages, doubled spaced, 12 point font, numbered pages).

Due dates: October 12, October 19, November 9, and November 16

Note on ethics: If you are conducting research with human subjects (ie. Interviewing or filming people for their knowledge and opinions) you must fill out the ethics application and have the project approved before you can conduct the research. The form is available on line. Please allow time for the review of this application (get it in early).

http://sites.stfx.ca/anthropology/sites/sites.stfx.ca.anthropology/files/Student_classes_assignment_APPLICATION%20TO%20CONDUCT%20RESEARCH%202015.pdf

Essay (annotated bibliography 10 marks, essay abstract and outline 10 marks, 15 page essay 20 marks) total 40 marks.

Choose a topic related to an issue you are passionate about and relevant to the course (for examples, treaty rights, Indigenous legal traditions, the missing and murdered Indigenous women's inquiry, reconciliation, Indigenous knowledge, language reclamation, decolonizing settler institutions, environmental rights etc.)

1. **Annotated bibliography (10 marks):** conduct preliminary research – find and read a minimum of 7 academic sources (journal articles, books, reports) and create an annotated bibliography. An annotated bibliography is a list of citations. Each citation is followed by a brief descriptive and evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources cited.

Due September 28.

2. Define the problem you want to research.
3. **Abstract and outline (10 marks).** Write an abstract and outline of your arguments. An abstract is a concise description of your essay. It should include: motivation (why do we care about the problem and results), problem statement (what is the problem you are trying to solve), approach (how did you go about

solving the problem), results (what is the answer to the problem), and conclusions (what are the implications of your answer). The outline should include: a working title, statement of problem, scope of essay, context of the issue, list 3-6 main ideas about your topic and provide proof for each idea using secondary sources from your annotated bibliography, a conclusion that confirms your thesis.

Due October 26.

4. **Essay (20 marks)** Write a critical essay based on your outline (proof read and use proper citation – avoid plagiarism, approximately 15 pages, double spaced, 12 point font, use page numbers).

Due November 23.

Documentary Film *option* (annotated bibliography 10 marks, abstract and story board 10 marks, complete edited 15-20 minutes film 20 marks) total 40 marks.

Choose a topic related to an issue you are passionate about. Make sure it is a subject that is filmable.

1. **Annotated bibliography (10 marks):** conduct preliminary research – find and read a minimum of 7 academic sources (journal articles, books, reports) and create an annotated bibliography. An annotated bibliography is a list of citations. Each citation is followed by a brief descriptive and evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources cited.

Due September 28

2. **Abstract and storyboard (10 marks).** Write an abstract and outline of your arguments. An abstract is a concise description of your film. It should include: motivation (why do we care about the problem and results), problem statement (what is the problem you are trying to solve?), approach (how did you go about solving the problem), results (what is the answer to the problem), and conclusions (what are the implications of your answer). The storyboard is a map of your film and its key pieces laid out in a way that tells the story of your film. It should include: a working title, statement of problem, scope of film, context of the issue, list 3-6 main ideas about your topic and how you will capture these ideas from your secondary sources in the annotated bibliography on film. Describe where, who, how, why, when, what you will film. **Due October 26.**
3. **Film (20 marks)** – shoot the clips, edit the film, organize according to your storyboard, and add the music, titles and credits. **Due November 23.**

Presentations (10 marks): November 23 & 30 in class presentations of films and essays. Essay presentations may be as creative as you wish (PowerPoint, performance etc. – but no longer than 10 minutes). The schedule of presentations will be determined in class.

Participation (10 marks): Due to the highly experiential nature of this course your attendance is required. Please make sure you do the readings before class and be prepared to engage in all of the discussion and activities.

Other Important Dates:

September 23 – Eeling with Kerry Prosper
September 30: Orange Shirt Day and Mi'kmaq Flag Raising Ceremony
October 1: Mi'kmaq Treaty Day
October 13: Movie Night "We Were Children"
October 18: Basket making with Shanna Francis
October 19: Elder Night "Residential Schools" with Lottie Johnson

November 3: President's Colloquium on Reconciliation with Alan Syliboy
November 7: Mawiomi (powwow)
November 8: Senator Murray Sinclair keynote address
November 17: MacEachen lecture: Hon. Paul Martin
November 21: Talking circle and smudging ceremony
November 30: Sweat Loge Ceremony with Kerry Prosper

Course Code of Conduct:

We agree to: treat each other with respect; to allow each person equal time and opportunity to share their opinions without prejudice; to keep an open mind when listening to opinions that differ from our own and share our views without causing harm to others; to be on time and to be prepared. Please make this classroom a safe space to share.

* Academic integrity is a priority.

<http://www.mystfx.ca/services/registrar/academic-integrity-document.pdf>

Everyone learns more effectively in a respectful, safe, and equitable learning environment free from discrimination or harassment. I invite you to work with me to create a classroom space—both real and virtual—that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity. These values and practices are in accord with the StFX Discrimination and Harassment Policy which can be found at <http://www.mystfx.ca/campus/stu-serv/equity/>. Please feel free to discuss with me any questions or concerns you have about equity in our classroom or in the StFX community. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair/Coordinator of the Department/Program or the Human Rights and Equity Advisor.

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