

**Traditional Aboriginal Cultures in Canada Department of Anthropology
Lakehead University
ANT 2550
Winter 2017**

Instructor: Dr. Mitchell Taylor
Email: mktaylor@lakeheadu.ca
2017W Office Hours: M-W 12:00 pm to 16:00 pm or drop in
Office: RC 2006H (same location for my assignment box)

Course Description and Objectives:

The course is organized to critically follow two interconnected main aspects of Aboriginal Cultures in Canada: 1) provide an overview about Aboriginal cultures in Canada prior and right after the contacts with the Europeans; 2) Analyze from an interdisciplinary perspective the range of historical, economic, legal, political and sociocultural themes in current processes of Aboriginal self-determination, aboriginal rights and political organizations in Canada. The program considers the ethno-historical approach as particularly significant in the study of indigenous societies, their cultural manifestations and by what means those processes are impacting present demands and transitions. We will see that significant transformations in native peoples' social organization have occurred in Canada. The second motivation of the course is to address those transformations and contemporary movements for indigenous self-affirmation (self-government). In general the course intends to unify into broader discussions the roles that Aboriginal demands play in maintaining the integrity of their cultures, the ways in which other-than-Aboriginal Canadians participate in these processes, and the socioeconomic constraints to both groups. Students are expected to:

- a) Understand and describe the patterns of culture and social organization that Aboriginal peoples in Canada manifested prior and after the arrival of the European settlers;
- b) Be familiarized with the colonial relations and policies issues by the Crown/State;
- c) Recognize the impacts that the contacts with the European settlers and the Canadian government brought to their "traditional" lifeways;
- d) Recognize the new patterns of indigenous identities, self-government and land claims in the globalized post-colonialist scenario.

Course Readings:

DICKASON, Olive P. & NEWBIGGING, William. (2010). *A Concise History of Canada's First Nations*. Toronto: Oxford University Press.

WARRY, Wayne. (2007) *Ending Denial: Understanding Aboriginal Issues*. Toronto: Broadview Press.

In addition there are a number of articles and book chapters that are required reading and are listed below for each week. All are available on the course D2L site.

Course Requirements and Grading:

Graded assignments include the following:

Class Participation
10% of course grade

Weekly Papers/Essays
30% of course grade

Mid-Term in Class Essay
25% of course grade

Final Paper
30% of course grade

Consultation with the Instructor
5% of the course grade

Class Participation – Reading (sometimes a lot) and attendance are critical to achieve a satisfactory grade and learning objectives in this course. Students are required to critically read all assigned materials prior to class and participate actively (in your own way) in class discussions and assignments.

Weekly Papers/Essays that are inspired by the reading material and our in-class discussions are intended to help you and the instructor to monitor the progress of your learning during the course of the semester. The paper topics will be in the context of the readings, and require you to adopt a point of view or advance a thesis and support it with logical arguments and reliable information. I may give you a topic or a list of topics to choose from. I may ask you to develop a topic from the material we have just read and considered in class. You will be marked on the quality of your paper, not the length of it or whether you agree with my viewpoint on the subject.

Mid-Term in Class Essay – Students will be given a list of essay questions in the day of the test. Students will choose two questions to respond, based on the course lectures, discussions and readings up to Week 6. There will be a handout explaining in more details this assignment and providing general tips of the questions that will be given and a description of the formal outline of the essay.

Final Paper – The Final paper follows the format of a research paper. This assignment allows students to develop an in depth reflection of a course topic that interests them. Students are supposed to select a subject related to the course content and write a paper on it. If you are not certain about your topic, discuss with the instructor. Required length: 4000-6000 words or 10-15 pages, excluding bibliography. There will be a handout explaining the details of this assignment.

Consultation With the Instructor – Students will sign up to meet with the instructor outside of class regarding the theme to be developed in the Final Paper. These meetings can occur anytime during the term and can be scheduled more than once.

Policies and Procedures:

Attendance:

Students are expected to attend all classes, and actively participate in discussions in order to earn a satisfactory grade.

Grading Policy:

Assignments will be evaluated primarily on the basis of a student's understanding of the material presented in the course. Other factors that figure in evaluation of assignments include creative and critical insight, and writing (clarity, coherence, and organization).

General Course Policies:

Students are expected to maintain the highest standards of academic integrity and courtesy.

- 1) Avoid disrupting class by arriving late, leaving early, and/or allowing your cell phone to sound in class.
- 2) It is expected that students will be respectful of their fellow students, of their instructor, and of cultures and traditions which are not their own. This course is a place where you can feel safe about expressing yourself freely and openly in writing or in discussion. However, you remain accountable for what you say and do, and courtesy and consideration are the foundation stones for collegial discourse.
- 3) Plagiarism consists of passing off as one's own the ideas, words, writings, etc., that belong to someone else. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. This is serious issue. I am required to report any violation of the university's academic policy to my Department Chair. Disciplinary action may follow.
- 4) Assignments must be delivered in on time as hard copies (email attachments will not be accepted). A late penalty of 5% will be applied for assignments handed in one day late. For each day thereafter (not including weekends and holidays), an additional 2% of your total mark will be deducted, unless there are exceptional situations and the professor is informed no less than 24 hours before the assignment is due.
- 5) Late-assignments must be handled to the main desk of the Department of Anthropology (on the 2nd floor of Braun Building). Students should make sure that late submissions are signed and dated by staff or security. Only hard copies are acceptable.
- 6) The final date to drop the course is Friday March 10th, 2017.

The course outline and copies all journal articles and book chapters have been posted on the course Desire2Learn (D2L) site. All the course readings aside from the textbooks will be provided as scanned PDF documents. Any lecture materials will also be posted on D2L

Please monitor your email. Students are asked to check regularly (including before the class) their Lakehead e-mail account for unforeseen changes to the class due to weather conditions or other reasons. I'll do my best to respond to messages right away. If you have not had a response in 1-2 days, there is a problem. Please try again. I will mark and return assignments within 2 weeks

unless I am traveling.

Students are welcome to schedule personal appointments to discuss any topic related to their academic progress or course content.

This syllabus is subject to minor changes during the course of the semester.

Course Schedule

**Week 1
(Jan 9-13)**

Course / Aboriginal Peoples in Canada Holocene Context

DICKASON, Olive P. & NEWBIGGING, William. (2010). *A Concise History of Canada's First Nations* (Introduction and Chapter 1). Toronto: Oxford University Press.

**Week 2
(Jan 16-20)**

Culture and Early Relationships - I

DICKASON, Olive P. & NEWBIGGING, William. (2010). *A Concise History of Canada's First Nations* (Chapters 2, 3 & 4). Toronto: Oxford University Press.

SUTTON, Mark Q. (2007). *An Introduction to Native North America* (Chapter 3 – skip the Aleuts case). Boston: Allyn & Bacon.

**Week 3
(Jan-23-27)**

Culture and Early Relationships – II

MCMILLAN, Andy D. & YELLOWHORN, Eldon. (2004). *First Peoples in Canada* (Chapters 5 & 8). Vancouver & Toronto: Douglas & McIntyre.

**Week 4
(Jan 30-Feb 03)**

Nation to Nation Relations and Consolidation of Canada

DICKASON, Olive P. & NEWBIGGING, William. (2010). *A Concise History of Canada's First Nations* (Chapters 6, 7 & 8). Toronto: Oxford University Press.

PAYNE, Michael. (2004). *The Fur Trade in Canada*. (Introduction, Chapters 1 & 2). Toronto: J. Lorimer.

**Week 5
(Feb 6-10)**

The Royal Proclamation, Indian Act and Historical Treaties (Mid-Term Essay discussion)

DICKASON, Olive P. & NEWBIGGING, William. (2010). *A Concise History of Canada's First Nations* (Chapters 9, 10 & 11). Toronto: Oxford University Press.

**Week 6
(Feb 13-17)**

Colonial Relations (In-Class Mid-Term Essay Feb 15th)

MILLOY, John. "Indian Act Colonialism: A Century of Dishonour, 1869-1969". (2008). In: *Research Paper for the National Centre for First Nations Governance*. West Vancouver: National Centre for First Nations Governance: 1-21.

WARRY, Wayne. (2007) *Ending Denial: Understanding Aboriginal Issues* (Chapter 3). Toronto: Broadview Press.

**Reading Week
(Feb 20-24)**

No class

**Week 7
(Feb 27- Mar 03)**

Residential Schools

CASSIDY, Julie. (2006). "The Stolen Generations - Canada and Australia: The Legacy of Assimilation." In: *Deakin Law Review*, 11(1): 131-77.

HOXIE, Frederick. (1984). *A Final Promise: The Campaign to Assimilate the Indians, 1880-1920* (Chapter 4). Cambridge: Cambridge University Press: 115-145.

**Week 8
(Mar 06-10)**

Culture, Citizenship and Identity

WARRY, Wayne. (2007) *Ending Denial: Understanding Aboriginal Issues* (Chapters 2, 4, 5 & 6). Toronto: Broadview Press.

**Week 9
(Mar 13-17)**

Socioeconomic, Health and Demographic trends

WARRY, Wayne. (2007) *Ending Denial: Understanding Aboriginal Issues* (Chapters 10). Toronto: Broadview Press.

WILSON, Kathi & CARDWELL, Nicolette. (2012). Urban Aboriginal Health: Examining inequalities between Aboriginal and non-Aboriginal populations in Canada. In: *The Canadian Geographer*, 56(1): 98-116.

Minister of Indian Affairs and Northern Development. 2010. *A Demographic and Socio-Economic Portrait of Aboriginal Populations in Canada*.

**Week 10
(Mar 20-24)**

Aboriginal Resistance, Modern Treaties & Self-determination

DICKASON, Olive P. & NEWBIGGING, William. (2010). *A Concise History of Canada's First Nations* (Chapter 14). Toronto: Oxford University Press.

WARRY, Wayne. (2007) *Ending Denial: Understanding Aboriginal Issues* (Chapter 7). Toronto: Broadview Press.

JOHNSON, Harold. (2007). *Two families: treaties and government* (Chapter 5). Saskatoon: Purich Pub: 41-54.

ASCH, Michael & ZLOTKIN, Norman. (2002). "Affirming Aboriginal Title: A New Basis for Comprehensive Claims Negotiations". In: *Aboriginal and Treaty Rights in Canada* (Edited by Michael Asch). Vancouver: UBC Press: 208-230.

**Week 11
(Mar 27-31)**

(Aboriginal) Law and Self-Governance

DICKASON, Olive P. & NEWBIGGING, William. (2010). *A Concise History of Canada's First Nations* (Chapter 16 & 17). Toronto: Oxford University Press.

BORROWS, John. (2002). *Recovering Canada: the resurgence of Indigenous law* (Chapter 5). Toronto: University of Toronto Press: 111-137.

WARRY, Wayne. (2007) *Ending Denial: Understanding Aboriginal Issues* (Chapters 11). Toronto: Broadview Press.

**Week 12
Apr (3-7)**

**White Paper versus Red Paper: The way forward in 2017
(Final Papers Due: Apr 5 in class)**

White Paper and Red Paper

Desire2Learn (D2L)

The course uses Desire2Learn for its course website. To access the course website, or any other Desire2Learn-based course website, go to the LU portal login page at <https://lakeheadu.desire2learn.com/> and log in using your LU username and password. Once you have logged in to the portal, look for the mycourselink module, where you'll find the link to our course website along with the link to all other Desrise2Learn-based courses you are registered.

Accessibility Needs

Lakehead University is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Student Accessibility Services as soon as possible.