

Indigenous Learning 2311FA: Indigenous Peoples and Newcomers
Department of Indigenous Learning/ Lakehead University
Fall 2017 Monday and Wednesday 2:30pm – 4:00pm
Ryan Building 3049

Course Director: Dr. Kristin Burnett
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Course Description:

The social, cultural, political and economic interactions among First Nations' Peoples and Euro-Canadian population, in an historical and contemporary setting. Topics will range from the fur trade economy, through mission activity to land-use patterns. Some of the more contemporary issues considered include the environment, traditional knowledge, self-government and the changing world order. The course aims to enhance students' understanding of the relationships between peoples and the processes of cultural sharing.

Required Texts:

Emma Batell Lowman and Adam Barker, *Settler: Identity and Colonialism in 21st Century Canada* (Nova Scotia: Fernwood, 2015).

Grade Breakdown:

Participation (x3 article summaries)	20%
Book Review	25%
Final Project and Presentation	35%
Essay/Creative Work (20%) Presentation (15%)	
Take Home Final	20%

Details of Assignments:

Participation

Meaningful participation in this course is essential. Students are expected to attend lectures, participate in discussions, and complete assigned readings. Please see the lecture schedule for details. Your presence is mandatory and I will take attendance. If a student has a significant number of absences (more than 3) without an appropriate excuse they will receive a participation grade of zero.

Attendance at the Library Information Session on October 4, 2017 is mandatory and will be included towards participation.

Tutorial and Article Summaries (Please see lecture schedule below for dates)

This grade is comprised of several components: tutorial attendance, meaningful participation, and the submission of 3 article summaries.

Students are expected to attend all of the tutorials. Attendance will be taken.

Article summaries are intended to be very brief and assist students in tutorial participation. There are two components: a short (no more than 2 sentences per article) description of what the article is about and three discussion points/questions that can be raised in tutorial. Effective discussion points tie the articles together or speak to the relationship between the articles and the broader themes of the course. Students are expected to submit 3 of these article summaries at the beginning of the relevant tutorial.

Book Review Fall Semester Due: 27 September 2017

This five-page paper (not including title page or bibliography) will be a critical analysis of Emma Batell Lowman and Adam Barker, *Settler: Identity and Colonialism in 21st Century Canada* (Nova Scotia: Fernwood, 2015). The book will be discussed in tutorial on September 18th and 20th. I will also discuss how to write a book review on September 25, 2017.

First identify the author's thesis, major arguments, sources, strengths, and weaknesses. Why is this author writing this text and for what purpose? How is this book different from other texts? How does the author make his point? Is this a valuable book? This assignment is intended to teach students how to critically assess how people write about Indigenous people and history. Please use Chicago Style for your footnotes and bibliography.

Please see the additional instructions at the end of the course outline for further information.

Final Project and Presentation:

There are two components to the final project: an essay or creative work and a class presentation.

The Essay or Creative work is due on: 4 December 2017

Class presentations will take place on: November, 20, 22, 27, 29. The sign up sheet for presentation dates is on my office door (RB 2031), please sign up as soon as possible.

This project is a critical examination of one of the following themes of the course: gender and/or gender relations, economic practices and work, family relations, health, and violence. How do you think encounters and relationships between Indigenous peoples and settlers have been shaped by the aforementioned themes? The themes are not mutually exclusive and can intersect with each other.

This assignment is designed to give you free reign to respond to the class materials and themes in a way you feel is appropriate. The only rule is that you have to actively engage with the course materials. In other words, you must demonstrate that you have been thinking about lectures, assigned readings, films, and class discussions beyond the surface level, examining its fundamental and philosophical meanings.

- 1) Essay or creative work that conforms to one of the following mediums:

- a. Write a traditional research essay (6-8 pages with references and a minimum of 10 secondary sources).
- b. A creative writing piece. For example, a poem or short story. Make sure such the creative writing piece is clearly linked to the course material. Unrelated creative writing will be returned unmarked.
- c. A visual work. Respond by interpreting an image(s) visually (ie. drawing pictures, beading, sculpting, and creating games, websites or interactive pieces). Make sure the medium is appropriate to the message(s) you wish to convey. In the written explanation of the response, be sure to talk about the form as well as your content.

Creative responses (literature, beading, painting etc.) must be accompanied by a 500 word (minimum) analysis of the work, explaining how it represents themes from the course and what is the message the piece is trying to communicate.

2) Class Presentation

A 15 to 20-minute oral presentation of your project. You do not need to submit the paper/creative work until the due date but you have to verbally express your research.

Take Home Final Exam Due: 11 December 2017

The take home exam will be handed out in the last class on 4 December 2017. The questions will be drawn from lectures, course reading materials, and classroom discussions. If you do not attend class, you will not be equipped to answer the questions on the final exam.

Plagiarism

Lakehead University's policy on academic honesty can be found at the following url <http://idc.lakeheadu.ca/wp/print.php?pg=14>. I will assume that you have read and understand it, and are aware of its penalties. If you have any questions about the meaning of academic honesty, please raise them in class.

Lecture and Reading Schedule

I reserve the right to revise the lecture and reading schedule, particular topics may require more time to explore and the class schedule is designed to be flexible in order to reflect those needs.

Wednesday September 6, 2017

Lecture: *Introduction*

Monday September 11 to Wednesday September 13, 2017

Lecture: *What is Colonialism?*

Monday September 18, 2017

Lecture: *What is Colonialism cont.*

Wednesday September 20, 2017 - Tutorial

Readings:

Emma Batell Lowman and Adam Barker, *Settler: Identity and Colonialism in 21st Century Canada* (Nova Scotia: Fernwood, 2015). Chps. 1-6.

Monday September 25, 2017

Lecture: *Reimagining the Encounter*

-how to write a book review

Wednesday September 27, 2017 – BOOK REVIEW IS DUE

Lecture: *Reimagining the Encounter/The Fur Trade and Economic Relations*

Monday October 2, 2017 - Tutorial

Readings:

Sherry Farrell Racette, “Nimble Fingers and Strong Backs: First Nations and Metis Women in Fur Trade and Rural Economies,” in *Indigenous Women and Work: From Labour to Activism*, edited by Carol Williams (Urbana: University of Illinois Press, 2012), 148-62.

John Lutz, “Vanishing the Indians: Aboriginal Labourers in Twentieth-Century British Columbia” in *Aboriginal History, A Reader*, Oxford University Press, 2012, 277-291.

Wednesday October 4, 2017

Lecture: *Library Information Session*

Monday October 9 to Wednesday October 11, 2017 – FALL READING WEEK**Monday October 16, 2017 – Tutorial**

Lecture: *The Fur Trade and Economic Relations cont.*

Wednesday October 18, 2017

Lecture: *Gender Roles and Women*

Monday October 23, 2017 - Tutorial

Readings:

Winona Stevenson, “Colonialism and First Nations Women in Canada,” in *Scratching the Surface: Canadian Anti-Racist, Feminist Thought*, edited by Angela Robertson and Dua Enakshi (Toronto: Women’s Press, 1999), 49-82. (available on the course website).

Cora Voyager, “The Difficult Was Easy – the Impossible Took a Little Longer: Canada’s First Female Indian Chief – Elsie Marie Knott,” *Aboriginal History: A Reader* (Don Mills: Oxford University Press, 2016),

Wednesday 25, 2017

Lecture: *Gender Roles and Women/Federal Indian Policy*

Wednesday October 25, 2017

Lecture: *Federal Indian Policy cont.*

Monday October 30, 2017

Lecture: *Indigenous in the City*

Wednesday November 1, 2017 -Tutorial

Readings:

Yale Belanger, “Breaching Reserve Boundaries: Canada v. Misquadis and the Legal Creation of the Urban Aboriginal Community,” in *Indigenous in the City: Contemporary Identities and Cultural Innovation*, Evelyn Peters and Chris Andersen, eds. (Vancouver: UBC Press, 2013),

Nahanni Fontaine, “Surviving Colonization: Anishinaabe Ikwe Street Gang Participation,” in *Criminalizing Women: Gender and (In)Justice in Neoliberal Times*, edited by Gillian Balfour and Elizabeth Comack (Nova Scotia: Fernwood Press, 2014).

Friday November 3, 2017**Last Day to Withdraw Without Academic Penalty****Monday November, 2017**

Lecture: *Policing the Boundaries*

Wednesday November 8, 2017

Film: *Two Worlds Colliding*

Monday November 13, 2017

Lecture: *Health Care Policy*

-discussion of film: *Two Worlds Colliding*

Wednesday November 15, 2017

Lecture: *Health Care Policy cont.*

Monday November 20 Wednesday 22, 2017

Presentations

Monday November 27 to Wednesday November 29, 2017

Presentations

Monday December 4, 2017 – LAST DAY OF CLASSES

Hand out Take Home Exam – Due 11 December 2017

Happy Holidays!!

Additional Instructions

EFFECTIVE READING

Why is reading so important in Indigenous Learning? **Indigenous Learning** is a reading discipline. This means that students are required to read articles and books in order to gain knowledge. Reading is not optional and students are expected to have read all of the assigned course material in addition to other research material required for assignments. At times the amount of reading may seem overwhelming. In order to manage the reading expectations, you must learn to read effectively. The crux of effective reading is the ability to focus on an author(s) argument and how it is 'built' and supported by evidence. The following guidelines are intended as tips to strengthen effective reading skills.

Determine the main argument or thesis: Isolate the author's main thesis (argument) and themes. These are found in the introduction so be sure to read that part of the article carefully. It may be beneficial to re-read it after you finish the article in order to ensure that you have understood it and can explain it in your own words. Try to sum up the author's argument in a sentence or two. (How would you explain the author's argument to classmates in 2 sentences?) Think about the strengths and weaknesses of the argument as you read the book/chapter/article. What is the most compelling aspect of the author's argument? What is the least convincing aspect of the author's argument?

Evaluate the evidence: Look at the evidence the author provides to support her argument(s). This will require examining the footnotes and endnotes. Does the author rely on archival documents, newspapers, quantitative evidence, other written documents, material artefacts, oral histories, other scholars? What are the strengths and limitations of the sources the author uses? Does the author borrow ideas or concepts from other disciplines, such as history, anthropology, sociology, economics, or psychology? How does the author use these concepts? Is it effective? What are the strengths and limitations of the approach/theoretical perspective?

Determine the author's point of view and purpose in writing: Scholarly literature is published because it adds something new to our knowledge of a particular area. What does this book or article tell us about a subject that we didn't know before? Typically authors will tell you this information in the introduction or the historiography section. How is the author's point of view different from older historians?

Examine the Conclusion: Evaluate the author's conclusion and compare it to their thesis statement. Did they prove the thesis? Is their overall conclusion convincing given their purpose and argument? Did they prove everything they claim to have discussed? What are some of the broader implications of the work?

Analyze connections among the course readings: What common themes, problems, and issues do the readings address? How do the varied perspectives in the readings complicate and/or clarify your understanding of these issues? As the course proceeds, think about how the readings each week relate to previous readings.

Overall: Academics write as individuals and part of a wider community. After reading the piece reflect on what it adds to our historical knowledge and how the article/chapter/books fits into the 'wider picture'.

HOW TO WRITE A BOOK REVIEW

This assignment is not a book review (a description of what the book is about), rather it is a historiographical paper designed to force students to think about the work fits into the broader themes of the course. Building on the skills and knowledge you have acquired this semester provide a thoughtful analysis of the text.

Your paper should have an argument. For example, if you did your paper on *Ward Churchill's A Little Matter of Genocide: Holocaust Denial in the Americas 1492 to the Present*, your thesis might look something like: "Many scholars have spent a great deal of time and effort trying to understand the phenomenon of Nazism and the horrific impact the Holocaust or Shoah had on Jewish people. In contrast, the study of the destruction of North American First Nations people has not received the same attention; indeed, White North Americans seem particularly reluctant to address the issue. Churchill's book covers new ground by attempting to place the holocaust of the America's within a broader framework, indicating the interconnectivity of all genocides. By looking at"

Your argument should capture how you think the book fits into the wider literature (you should get a sense of this from the book itself, and it is also a good idea to look up reviews of the book). The book review should also give the reader an idea of the strengths and weaknesses of the work. The best reviews offer some thoughtful criticism of the book. For example, "While Churchill's analysis is designed to provoke debate; his study overlooks how important issues of class and gender were in structuring the application and experience of colonialism."

Structure your paper thematically. After your introduction, demonstrate how the book fits into the broader literature – what is the author looking at? Have other people looked at it before? How does her/his approach compare? Next discuss the book's strengths and contributions? Was the argument sound/persuasive? Did the author use their theoretical framework appropriately? Did the author use new and interesting sources? Then discuss the book's weaknesses and ask similar questions. Finally, end with a conclusion that restates your thesis using different words. **Make sure your argument remains consistent throughout the paper.**

Formatting. Double-spaced, 12 font, times new roman, number your pages, include a title page and bibliography. If you cite a book review in your paper be sure to include those in the bibliography.