**Indigenous Learning 3233 FA: Resistance and Indigenous People**

**Indigenous Learning Department/ Lakehead University**

**Fall 2016 Monday 2:30pm – 4pm**

**RB 2019**

Course Director: Dr. Kristin Burnett

Office Hours: MW 1:30-2:20 or by appointment

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**Course Description**:

The changing relationship between Indigenous Peoples and settler society is examined with a special focus on Indigenous mobilization and its consequences. Topics include colonization and decolonization, political mobilization and resistance, land-use and occupancy, cultural rights and language protection. Examples such as the Chiapas experience in Mexico, the Achuar in Peru, the Circassian in Russia as well as the Ojibway, Mohawk and Cree in Canada, will be presented as case studies of Indigenous resistance. So too will the activity of the American Indian Movement, the Zapatistas and the Tupac Katari. Comparative discussion of direct action versus negotiated settlement will be one of the cornerstones of the course.

**Required Texts:**

All materials are available online or on the course website.

**Grade Breakdown:**

Participation 15%

Response Papers (2) 20%

Book Review 25%

Final Paper 25%

Final Exam 15%

**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.

***Response Paper***

Throughout the fall semester you will be asked to write several 1-page double-spaced response papers. The papers are intended to provide students with the opportunity to respond critically to assigned readings and class films, lectures, or discussions. Response papers offer students the opportunity to show me that they have done the work and even learned something.

A response paper combines summary and active engagement with the text (discussion/film etc) in question. The response must provide a clear and effective understanding of the message/theme of the original text while also evaluating it. What struck you the most? Was there a particular idea/theme that stood out? You must have an opinion that is backed up with critical ideas.

You are responsible for doing at **least two response papers** during the semester.

The response papers will not be regularly scheduled, so I recommend attending as many classes as possible so that you do not miss the opportunity to do these assignments. If you have not attended the class during which the material for the response paper assignment was discussed/carried out/shown, I will not mark your paper. The grade for the response papers will be your two highest marks.

***Book Review (Five pages due Monday October 17, 2016)***

This five page paper (not including title page or bibliography) will be a critical analysis of Leanne Simpson’s *Dancing On Our Turtle’s Back: Stories of Nishnaabeg Re-Creation, Resurgence, and a New Emergence*.

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 their point? Is this a valuable book? Please use Chicago Style for your footnotes and bibliography.

There are additional instructions on how to write a book review at the end of the course outline.

***Final Research Paper (due Wednesday November 23, 2016)***

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 condition is that you have to actively engage with the course material. 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.

This 5-8 page paper is an examination of an Indigenous resistance movement (broadly defined) of your choice. The assignment must provide a brief overview/history of the movement, outline its objectives and methods, and assess its efficacy.

Choose one of the following mediums:

1. Write a traditional research essay (6-8 pages with references and a minimum of 10 secondary sources).
2. 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.
3. A visual medium. 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 piece, explaining how it represents the Indigenous movement and what is the message the piece is trying to communicate.**

***Final Exam***

The exam will take place on the last day of class, Monday December 5, 2016.

***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.

**Seminar 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 7**

Hand Out Outlines

**Monday September 12 - Wednesday September 14**

*Introduction*

Reading: Emma Battell Lowman and Adam Barker, “It’s Always about the land” in *Settler: Identity and Colonialism in 21st Century Canada,* chp 3 (Halifax: Fernwood Press, 2016), 48-68. (course website)

**Monday September 19 - Wednesday September 21**

*Eeyou Istchee/James Bay Territory*

Reading: Paul Rynard, “Ally or Colonizer?: The Federal State, the Cree Nation, and the James Bay Agreement.” *Aboriginal History: A Reader*, (Don Mills: OUP, 2012). (course website)

**Monday September 26 - Wednesday September 28**

*The Zapatistas (Mexico)*

Reading: Zapatistas Manifesto – El Despertador Mexicano: Declaration of War, 31 December 1993

<http://archive.oah.org/special-issues/mexico/zapmanifest.html>

**Monday October 3**

*The Lubicon Cree*

Reading: Amnesty International, *From Homeland to Oil Sands: The Impact of Oil and Gas Development on the Lubicon Cree of Canada* (course website)

**Wednesday October 5**

*Library Orientation*

**Monday October 10 –no class - Wednesday October 12 – no class**

Friday October 10-14 – No Classes –Fall Study Break

**Monday October 17**

*Guest Speaker*

**Wednesday October 19 - Book Review is Due**

*The Achuar (Peru)*

**Monday October 24 - Wednesday October 26**

*The American Indian Movement (United States)*

Readings: Trail of Broken Treaties 20-Point Position Paper Self-Determination of Free Peoples: Founding Documents of the American Indian Movement

Available at: <http://www.aimovement.org/archives/>

**Monday October 31 - Wednesday November 2**

*The Kanehsatà:kehró:non (Mohawk)*

**7 November 2016**

**Last Day to Withdraw Without Academic Penalty**

**Monday November 7 - Wednesday November 9**

*Algonquin’s of Barriere Lake*

Reading: “Barriere Lake’s List of Demands,”

Available at: <http://www.barrierelakesolidarity.org/2008/03/mission.html>

**Monday November 14 - Wednesday November 16**

*The Munduruku People (Brazil)*

Reading: Munduruku Letter to Government,”

(available on course website)

**Monday November 21**

*Asubpeeschoseewagong First Nation (Grassy Narrows)*

**Wednesday November 23 - Final Paper is Due**

*Asubpeeschoseewagong First Nation (Grassy Narrows)*

**Monday November 28 - Wednesday November 30**

*Idle No More*

**Monday December 5 – Last Class**

Final Exam

**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 toread 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 die 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 orconcepts 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:Academicswrite 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 critical 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 themes of the course – what is the author looking at? Consider 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.