**Indigenous Women and Their Changing Roles**

**Indigenous Learning 3613 WA**

**Department of Indigenous Learning/ Lakehead University**

**Winter 2017**

**Monday and Wednesday 2:30pm – 4:00pm, RB 3046**

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**Course Description**

The changing roles of Indigenous women, from cultural traditions of the past to contemporary situations in Indigenous communities. Topics include: the effects of the fur trade, the Indian Act, Indigenous women's organizations, Indigenous women as writers and artists and contemporary Indigenous women as leaders and role models.

**Evaluation**

Participation and Reading Summaries (x9) 25%

Chapter Analysis I – Inside & Outside Perspectives 25% Due February 7

Chapter Analysis II – Role of Human Beings in the World 25% Due March 7

Indigenous Women’s Roles & Responsibilities 25% Due April 9

**Assignment Details**

***Participation and Reading Summaries***

Meaningful participation in this course is essential. Students are expected to attend lectures and to participate in discussions having completed the assigned readings. Discussions require that everyone participate (speak and listen) in a meaningful and civil way. While there will be lots of disagreement and debate, everyone is expected to participate in a way that is respectful of others in the class and of their ideas. Personal attacks, gender and racial slurs, disrespectful comments on ability or sexuality, or other such behavior will not be tolerated. Please keep in mind that this is a scholarly environment and professionalism is expected at all times. Your presence is mandatory and attendance will be taken. 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 Monday, January 15, 2018 is mandatory and will be included towards participation.

Reading Summaries are intended to be brief and assist students’ participation in class discussions. There are two components: a short (no more than 2 sentences per reading) description of what the reading is about and three discussion points/questions that can be raised in class. Effective discussion points tie the readings together or speak to the relationship between the readings and the broader themes of the course. Students are expected to submit one reading summary per week (9 in total) at the beginning of the discussion class starting with Week 3 of the reading schedule.

***Chapter Analysis I – Inside & Outside Perspectives***

This paper will be a critical analysis of the two chapters assigned in the readings schedule for Week 1. First identify the authors’ thesis, major arguments, sources, strengths, and weaknesses. Why did the authors write these chapters and for what purpose? How do the chapters speak to each other and what is their relationship to the broader themes of the course? Your analysis should be 3-5 pages in length (not including title page or references) with standard formatting – 1 inch margins, double spaced, in Times Roman 12 point font, with page numbers.

***Chapter Analysis II – Role of Human Beings in the World***

This assignment will be a critical analysis of the four chapters listed in the readings schedule for Week 2. First identify the author’s thesis, major arguments, sources, strengths, and weaknesses. Why did the author write these chapters and for what purpose? How do the chapters speak to each other and what is their relationship to the broader themes of the course? Your paper should be 3-5 pages in length (not including title page or references) with standard formatting.

***Indigenous Women’s Roles & Responsibilities***

For this assignment, you must choose, early in the term, an issue that Indigenous women see as their role and responsibility to address about which you have significant concern. You must then follow this issue closely in the media for the semester. You must collect a minimum of 5 articles or other media sources about this issue. At the end of the term, you will submit not only the materials collected, but also a 3-5 page commentary/critique about the issue, based on these materials. How is the issue portrayed in the media? Does media coverage encourage an understanding of Indigenous issues, or does it symbolically annihilate (ignore, trivialize, exploit, or denigrate) Indigenous people? Is the coverage varied across media/sources of news? The purpose of this assignment is to develop a critical approach to Indigenous issues in the news/media.

**Late policy**

Students are reminded that late papers will be penalized 5% per day, including weekends and holidays, unless PRIOR approval for an extension has been obtained from the instructor. All written work will be evaluated based on organization, presentation, grammar and clarity as well as content. For your own protection, keep a hard copy of all work submitted for this course.

**Plagiarism and Academic Dishonesty**

Plagiarism is a serious academic offence. Presenting an idea, words or an exact phrase of another author as your own work constitutes plagiarism. All students are required to know what constitutes plagiarism and how to avoid it. If you have questions about what constitutes plagiarism you can consult the Lakehead University calendar available online at <http://calendar.lakeheadu.ca/current/contents/regulations/univeregsIXacdishon.html> or raise them in class. All cases of plagiarism will be dealt with in accordance with the Code of Student Behaviour and Disciplinary Procedures approved by Senate and the Board of Governors. Other instances of Academic Dishonesty, including but not limited to, double submission, purchasing of assignments (either online or from another student on campus), or copying of assignments will also dealt with in accordance to the University regulations on Academic Dishonesty. Students may obtain a copy of the “Code of Student Behaviour and Disciplinary Procedures” from the Office of the Registrar for more information. Please do your own work.

**On Campus Help Available to Students**

**Student Success Centre**: Additional help regarding academic matters, including assignment completion and editing, can be found at the Student Success Centre located in SC 0008 or phone 343-8018 or online at - <http://academicadvising.lakeheadu.ca/>

**Student Accessibility Services**: For assistance with accommodations for a documented disability, please visit Student Accessibility Services located in SC 0003 or phone 343-8047 or online at - <http://learningassistance.lakeheadu.ca/>

**Student Health and Counselling Centre**: For help with personal and/or medical issues, please visit the Student Health and Counselling Centre located in residence or phone 343-8361 or online at - <http://healthservices.lakeheadu.ca/>

**Weekly Schedule for Lectures & Readings**

**Week 1 – Monday, January 8, 2018 – Wednesday, January 10, 2018**

**Introduction: Syllabus and Indigenous Perspectives**

**Readings:**

* Dennis McPherson & J. Douglas Rabb. (2011). One. Philosophical foundations: Is Native American philosophy, philosophy? In *Indian from the inside: Native American philosophy and cultural renewal* (2nd Edition, pp. 11-22). Jefferson, NC: McFarland & Company, Inc., Publishers.
* Dennis McPherson & J. Douglas Rabb. (2011). Two. Outside view predicates: Do Indians really know who they are? In *Indian from the inside: Native American philosophy and cultural renewal* (2nd Edition, pp. 23-59). Jefferson, NC: McFarland & Company, Inc., Publishers.

**Week 2 – Monday, January 15, 2018 – Wednesday, January 17, 2018**

**Indigenous Perspectives**

**Readings:**

* Library Information Session
* Cordova, V. F. (2007). Matrix: A context for thought. In K. D. Moore, K. Peters, T. Jojola & A. Lacy (Eds.), *How it is: The Native American philosophy of V. F. Cordova* (pp. 61-66). Tucson, AZ: The University of Arizona Press.
* ----. (2007). What is the world? In K. D. Moore, K. Peters, T. Jojola & A. Lacy (Eds.), *How It Is: The Native American philosophy of V. F. Cordova* (pp. 100-106). Tucson, AZ: The University of Arizona Press.
* ----. (2007). What is it to be human in a Native American worldview? In K. D. Moore, K. Peters, T. Jojola & A. Lacy (Eds.), *How it is: The Native American philosophy of V. F. Cordova* (pp. 145-150). Tucson, AZ: The University of Arizona Press.
* ----. (2007). What is the role of a human being? In K. D. Moore, K. Peters, T. Jojola & A. Lacy (Eds.), *How it is: The Native American philosophy of V. F. Cordova* (pp. 181-185). Tucson, AZ: The University of Arizona Press.

**Week 3 – Monday, January 22, 2018 – Wednesday, January 24, 2018**

**Indigenous Women in the Land-Based Cultural Tradition**

**Readings:**

* Mann, Barbara A. & Fields, Jerry L. (1997) A sign in the sky: Dating the League of the Haudenosaunee. *American Indian Culture and Research Journal, 21*(2), 105-163.
* Awiakta, Marilou. (1984). Amazons in Appalachia. In Beth Brant (Ed.), *A gathering of spirit: Writing and art by North American Indian women* (3rd Printing, pp. 125-130). Montpelier, VT: Sinister Wisdom Books.
* Anderson, Kim. (2000). Chapter 4: The dismantling of gender equity. In *A recognition of being: Reconstructing Native womanhood* (pp. 57-78). Toronto, ON: Sumach Press.

**Week 4 – Monday, January 29, 2018 – Wednesday, January 31, 2018**

**Indigenous Women in the Early European Contact Period**

**Readings:**

* Broker, Ignatia. (1983). Ni-bo-wi-se-gwe. *In Night flying woman: An Ojibway narrative* (pp. 13-24). St. Paul, MN: Borealis Books.
* Berger, Thomas, R. (1999). Chapter 1: Las Casas and the rights of the Indians. In *A long and terrible shadow: White values, Native rights in the Americas since 1492* (pp. 1-15). Vancouver, BC: Douglas & McIntyre Ltd.
* Saul, John R. (2008). Marrying up. In *A fair country: Telling truths about Canada* (pp.). Toronto, ON: Viking Canada.

**Week 5 – Monday, February 5, 2018 – Wednesday, February 7, 2018**

**Colonization: Federal Policy & The Indian Act**

**Readings:**

* Midnight Sun. (1984). Canada’s natural resource. In Beth Brant (Ed.), *A gathering of spirit: Writing and art by North American Indian women* (3rd Printing, pp. 77-80). Montpelier, VT: Sinister Wisdom Books.
* Palmater, Pamela. (2014). Genocide, Indian policy, and legislated elimination of Indians in Canada. *Aboriginal Policy Studies, 3*(3), 27-54. Retrieved from https://ejournals.library.ualberta.ca/index.php/aps/article/view/22225/pdf\_22
* Palmater, Pamela. (2011). Stretched beyond human limits: Death by poverty in First Nations. *Canadian Review of Social Policy,* *65/*66, 112. Retrieved from  
  <http://crsp.journals.yorku.ca/index.php/crsp/article/view/35220/32057>

**NOTE: Chapter Analysis I – Inside & Outside Perspectives is due February 7.**

**Week 6 – Monday, February 12, 2018 – Wednesday, February 14, 2018**

**Colonization: The Indian Residential Schools**

**Readings:**

* Brant, Beth. (Ed.). (1984). A long story. In *A gathering of spirit: Writing and art by North American Indian women* (3rd Printing, pp. 100-106). Montpelier, VT: Sinister Wisdom Books.
* Miller, J.R. (2003). Introduction: The true realization of Chief Shingwauk’s vision. In Shingwauk’s vision: A history of Native Residential Schools (3rd Printing, pp. 3-11). Toronto, ON: University of Toronto Press.
* Knockwood, Isabelle. (2001). Chapter 2: Everyday life at the school. In *Out of the depths: The experiences of Mi'kmaw children at the Indian Residential School at Shubenacadie, Nova Scotia* (3rd Edition, pp. 25-47). Lockeport, NS: Roseway Publishing.

**Week 7 – Monday, February 19, 2018 – Wednesday, February 21, 2018**

**READING WEEK – NO CLASSES**

**Week 8 – Monday, February 26, 2018 – Wednesday, February 28, 2018**

**Intergenerational Impacts: Missing & Murdered Indigenous Women**

**Readings:**

* Jacobs, Beverly. & Williams, Andrea J. (2008). Legacy of Residential Schools: Missing and murdered Aboriginal women. In Marlene Brant Castellano, Linda Archibald, & Mike DeGagné (Eds.), *From truth to reconciliation: Transforming the legacy of Residential Schools* (Vol. 1, pp. 119-138). Ottawa, ON: Aboriginal Healing Foundation. Retrieved from Aboriginal Healing Foundation Research Publications – Speaking My Truth website: http://speakingmytruth.ca/downloads/AHFvol1/AHF\_TRC\_vol1.pdf
* Palmater, Pamela. (2016). Shining light on the dark places: Addressing police racism and sexualized violence against Indigenous women and girls in the National Inquiry. *Canadian Journal of Women and the Law, 28*(2), 253-284.
* Smith, Andrea. (2005). Chapter 1: Sexual violence as a tool of genocide. In *Conquest: Sexual violence and American Indian genocide* (pp. 7-33). Cambridge, MA: South End Press.
* Paul, Karri-lynn. (Producer). (2012). Idle no more Alberta – Sylvia McAdam: Nehiyaw weyeswewna (Cree Laws) - Revitalizing Okicitaw [Online video]. Available from https://www.youtube.com/watch?v=pKJ4mW5urgU

**Week 9 – Monday, March 5, 2018 – Wednesday, March 7, 2018**

**Intergenerational Impacts: Indigenous Children**

**Readings:**

* Ing, N. Rosalyn. (1991). The effects of Residential Schools on native child-rearing practices. *Canadian Journal of Native Education, 18*(Supplement), 65-118.
* Blackstock, Cindy. (2008). Reconciliation means not saying sorry twice: Lessons from child welfare in Canada. In Marlene Brant Castellano, Linda Archibald, & Mike DeGagné (Eds.), *From truth to reconciliation: Transforming the legacy of Residential Schools* (Vol. 1, pp. 161-175). Ottawa, ON: Aboriginal Healing Foundation. Retrieved from Aboriginal Healing Foundation Research Publications – Speaking My Truth website: http://speakingmytruth.ca/downloads/AHFvol1/AHF\_TRC\_vol1.pdf
* Anderson, Kim. (2000). Chapter 10: Our human relations. In *A recognition of being: Reconstructing Native womanhood* (pp. 158-179). Toronto, ON: Sumach Press.
* Buckareff, Esther. (Director). (2011). *Powerful as God: Children’s aid societies of Ontario* [Documentary]. Canada: Documentary Media (MFA) Program, Ryerson University. Available from <http://www.blakout.ca/htm/viewthedoc.php#.Wk54YiPVSRt>

**NOTE: Chapter Analysis II – Role of Human Beings in the World is due March 7.**

**FRIDAY, MARCH 9, 2018 – FINAL DATE TO WITHDRAW FROM COURSES**

**Week 10 – Monday, March 12, 2018 – Wednesday, March 14, 2018**

**Indigenous Women & Feminism**

**Readings:**

* Lindberg, Tracy. (2004). Not my sister: What feminists can learn about sisterhood from Indigenous women. *Canadian Journal of Women and the Law*, *16*(2), 342-352.
* Maracle, Lee. (1996). 17: The women’s movement. In *I am woman: A Native perspective on sociology and feminism* (pp. 137-139). Vancouver, BC: Press Gang Publishers.
* Wagner, Sally R. (2001). The untold story. In Sisters in spirit: Haudenosaunee (Iroquois) influence on early American feminists (pp. 37-51). Summertown, TN: Native Voices Book Publishing Company.
* Brown, Leslie., Jamieson, Cindy., & Kovach, Margaret. (1995). Feminism and First Nations: Conflict or concert? *Issues and Debates, 35*, 68-78.

**Week 11 – Monday, March 19, 2018 – Wednesday, March 21, 2018**

**Decolonization: Indigenous Resistance, Revival, & Well-being**

**Readings:**

* Berger, Thomas, R. (1999). Chapter 5: Indians as allies: The Iroquois. In *A long and terrible shadow: White values, Native rights in the Americas since 1492* (pp. 54-65). Vancouver, BC: Douglas & McIntyre Ltd.
* Palmater, Pamela. (2016, March). The ongoing legacies of Canadian genocide. *Canadian Dimension, 50*(1). Retrieved from <https://canadiandimension.com/articles/view/the-ongoing-legacies-of-canadian-genocide>
* Monture-Angus, Patricia. (1999). Considering colonialism and oppression: Aboriginal women, justice and the “theory” of decolonization [Special Issue]. *Native Studies Review*, *12*(1), 63–94.
* Latimer, Michelle. (Writer, Director). (2017). Sacred water: Standing Rock, part I [Rise, S01, E01]. In Tania Natscheff & Bernardo Loyola (Executive Producers), Vice Canada. Brooklyn, NY: Vice Media LLC. Available from https://archive.org/details/youtube-38rl\_kSvfrs

**Week 12 – Monday, March 26, 2018 – Wednesday, March 28, 2018**

**Indigenous Movements & Organizations**

**Readings:**

* Maracle, Lee. (1996). Chapter 12: The Rebel. In *I am woman: A native perspective on sociology and feminism* (pp. 93-104). Vancouver: Press Gang Publishers.
* Coulthard, Glen. (2014). #IdleNoMore in historical context. In The Kino-nda-miini Collective (Eds.), *The winter we danced: Voices from the past, the future, and the Idle No More movement* (pp. 32-37). Winnipeg, MB: ARP Books.
* Latimer, Michelle. (Writer, Director). (2017). Red power: Standing Rock, part II [Rise, S01, E02]. In Tania Natscheff & Bernardo Loyola (Executive Producers), Vice Canada. Brooklyn, NY: Vice Media LLC. Available from https://archive.org/details/youtube-RbQP7Z2t0hs

**Monday, April 2, 2018 – EASTER MONDAY – NO CLASSES**

**Week 13 – Wednesday, April 4, 2018 – Monday, April 9, 2018**

**Review – Last Class**

**NOTE: Indigenous Women’s Roles & Responsibilities is due April 9.**