



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – FALL 2017

**AN2270 (A2): INDIGENOUS AND CULTURAL MINORITIES IN THE MODERN WORLD
3 (3-0-0) 45 Hours for 15 Weeks**

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Office hours: Mondays and Tuesdays, 1-2:15 p.m.

CALENDAR DESCRIPTION:

This course examines the survival of indigenous and minority cultures in various societies. Anthropological perspectives on relationships among race, class, culture and politics, and on genocide, ethnocide and the future of native peoples in the modern state are studied.

PREREQUISITE: A three-credit course in the social sciences

REQUIRED TEXT/RESOURCE MATERIALS:

All are available online. See Course Schedule / Tentative Outline below.
Other readings may be added during the term.

DELIVERY MODE(S): Lecture and discussion

COURSE OBJECTIVES:

We will study the physical, economic, social, political and ideological impacts of colonization and globalization, particularly on Indigenous peoples. For example:

Physical: warfare, contagious diseases, diabetes, coronary disease, famine, obesity, nutrition, activity, exercise, fertility, violence, suicide, substance abuse, environmental degradation, pollution, crowding, sexualization

Economic: cash economy, employment, wealth/poverty, inequality, expropriation of resources, expropriation of labor, welfare dependency, exploitation, loss of skill sets, deprivation of bush foods; privatized property destroying collective ownership, production and sharing; disintegration of production systems, cash crops displacing subsistence

Political: loss of autonomy, loss of authority and authorities, imposition of foreign legal systems, incarceration, no right to vote or participate in the political system, oppression

Social: gender and "race" inequality, loss of respect and caring, extended family breakdown, family violence, undermining of clan and moiety systems, privatized child-rearing, loss of community support and responsibility

Ideological: loss of language, local medical and environmental knowledge, healers, philosophy, value systems, arts, ceremonies, symbolic property, cultural treasures; effects of imposed religion and education

We will also study vigorous resurgence and decolonization. Processes include protest movements to halt environmentally-threatening economic activity; reclamation of land, treaty and Indigenous rights in general; reclamation of sovereignty and self-government; case decisions in state and international courts; the reinterpretation of treaties and agreements, calling into question the assumption that "might makes right"; the restatement of values and norms to support the egalitarian collective; research and revival of long-held ways of knowing; restoration of relationships with landscapes; celebrating and commemorating relationships between people, the natural and the supernatural realms.

We will be focusing on Indigenous peoples (with at least a mention of immigrant cultural minorities) in five different areas: Hawai'i, Haida Gwaii, Mexico, the Highlands of South America, and New Zealand. While they share important similarities, each is unique.

LEARNING OUTCOMES

Students will be able to

- describe the experiences of Indigenous peoples in disparate areas of the world
- extract important information from texts, regarding factual knowledge about unfamiliar societies
- utilize anthropological approaches, concepts and terminology
- identify Indigenous intellectuals and activists, interpreting their vocabulary and their analysis
- describe important social, physical, emotional, political and economic factors in the lives of indigenous communities
- to identify (or at least argue for) which factors are the most important
- to compare and contrast the experience of these communities
- to explain what causes the similarities and differences between them.

TRANSFERABILITY: UA, UC, UL, AU, AF, CU, CUC, KUC

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html?SearchMode=S&step=2>

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

Assignments marked in cumulative points (70% of the final course grade):

- In-class assignments: These will include tests, brief reports, commentary or answers to questions that come up in class, and other assignments requiring a small amount of work outside class. All these must be submitted in class.
- Draft answers to questions on readings, to be ready for discussion in class on Wednesday of the week assigned. Each set is worth 5 points for a total of **30 points**.
- Answers to questions on readings due via Moodle by 4 p.m. on Friday of the week assigned.
- **Final exam question (30% of the final course grade) (Alpha grade)**
This is a take-home question. Submit your answer via Moodle by the end of the Registrar-scheduled examination period.

Assignment	points	Alpha	percent of course grade	Due date
In-class assignments				At any time during the term
Draft answers to questions	30			Weeks 2, 3, 5, 7, 9, 11
Answers to questions				Weeks 2, 3, 5, 7, 9, 11
TOTAL			70	
Final exam question			30	Final examination

GRADING CRITERIA:

ALPHA GRADE	4-POINT EQUIVALENT	PERCENTAGE
A+	4.0	80-100
A	4.0	76-79
A-	3.7	73-75
B+	3.3	70-72
B	3.0	67-69
B-	2.7	64-66
C+	2.3	60-63
C	2.0	55-59
C-	1.7	50-54
D+	1.3	45-49
D	1.0	40-44
F	0.0	<40

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week 0 Course description and outline

Weeks 1-2 Introduction – Socio-cultural topics

READING

Lotte, Hughes (2012). *No-nonsense guide to indigenous people*. Oxford, GBR: New Internationalist. **Ebook**.

A draft of answers to questions is due at the beginning of class on Wednesday of Week 2 for in-class assignment credit; submit final version at the beginning of class on Friday.

Weeks 3-4 Haida Gwaii

READINGS

Climate and weather. (2015). *Go Haida Gwaii*. Retrieved from <http://www.gohaidagwaii.ca/our-islands/climate-weather>

Haida Gwaii. (2013, July 26). In *Wikipedia, The Free Encyclopedia*. Retrieved 19:58, August 31, 2013,

from http://en.wikipedia.org/w/index.php?title=Haida_Gwaii&oldid=565850969
<https://lanock.wordpress.com/2012/09/01/haida-gwaii-2/>

Gill, Ian (2009). *All that we say is ours*. Vancouver: Douglas & McIntyre, 2009. **Ebook**
Chapter 1. Then and now.

Stewart, Hilary (1984) *Cedar*. Vancouver: Douglas & McIntyre. **Ebook**

OR

Stewart, Hilary (1996). *Indian Fishing*. Vancouver: Douglas & McIntyre. **Ebook**.

A draft of answers is due at the beginning of class on Wednesday of Week 3 for in-class assignment credit; submit final version at the beginning of class on Friday.

Weeks 5-6 Hawaii

READINGS

Native Hawaiians. (2017, July 14). In *Wikipedia, The Free Encyclopedia*. Retrieved 21:43, August 12, 2017, from

https://en.wikipedia.org/w/index.php?title=Native_Hawaiians&oldid=790477733
<https://lanock.wordpress.com/2012/10/11/hawaii-2/>

Ahupua'a. (2017). *HawaiiHistory.org*. Retrieved from

<http://www.hawaiihistory.org/index.cfm?fuseaction=iq.page&CategoryID=299>

Kodama-Nishimoto, Michi Nishimoto, Warren S. Oshiro, Cynthia A. (2009). *Talking Hawaii's Story: Oral Histories of an Island People*. Honolulu, HI: University of Hawaii Press.

Ebook.

How to pronounce Hawaiian words in 15 minutes. (n.d.). *Maui Guidebook*. Retrieved from <http://mauiguidebook.com/basic-maui-info/how-to-pronounce-hawaiian-words/>

Nā Puke Wehewehe 'Olēlo Hawai'i. Retrieved October 3, 2013 from <http://wehewehe.org/>
(Hawaiian dictionary)

A draft of answers is due at the beginning of class on Wednesday of Week 3 for in-class assignment credit; submit final version at the beginning of class on Friday.

Week 7-8 Highland South America

READINGS

Laurie's blog on the Altiplano (on Moodle).

Quechua people. (2013, July 3). In *Wikipedia, The Free Encyclopedia*. Retrieved 00:26, August 31, 2013, from

http://en.wikipedia.org/w/index.php?title=Quechua_people&oldid=562628167

Nicks, D. (2017, January 30). A journey to the homeland of hot sauce. *Traveler magazine*. Retrieved from <http://www.nationalgeographic.com/travel/destinations/south-america/bolivia/bolivia-hot-sauce/>

Transfer Commission of the Truth and Reconciliation Commission of Peru. (2014, May). *Hatun Willakuy: Abbreviated version of the final report of the Truth and Reconciliation Commission*. Retrieved from

http://ictj.org/sites/default/files/ICTJ_Book_Peru_CVR_2014.pdf

A draft of answers is due at the beginning of class on Wednesday of Week 7 for in-class assignment credit; submit final version at the beginning of class on Friday.

Weeks 9-10 Mexico

READINGS

Nock, L. (2012, November). Oaxaca: Días de muertos; communities. (On Moodle.)

La Calavera Catrina. (2017, July 22). In *Wikipedia, The Free Encyclopedia*. Retrieved 22:47, August 18, 2017, from

https://en.wikipedia.org/w/index.php?title=La_Calavera_Catrina&oldid=791753833

Indigenous peoples of Mexico. (2013, August 24). In *Wikipedia, The Free Encyclopedia*. Retrieved 19:46, August 27, 2013, from

http://en.wikipedia.org/w/index.php?title=Indigenous_peoples_of_Mexico&oldid=570028547

Oaxaca. (2017, August 17). In *Wikipedia, The Free Encyclopedia*. Retrieved 22:57, August 18, 2017, from <https://en.wikipedia.org/w/index.php?title=Oaxaca&oldid=796009845>

Zapotec peoples. (2017, April 29). In *Wikipedia, The Free Encyclopedia*. Retrieved 22:59, August 18, 2017, from

https://en.wikipedia.org/w/index.php?title=Zapotec_peoples&oldid=777827427 (A little awkward, with poor translation, but quick.)

Yaqui. (2013, July 24). In *Wikipedia, The Free Encyclopedia*. Retrieved 23:05, August 18, 2017, from <https://en.wikipedia.org/w/index.php?title=Yaqui&oldid=565567111>

A draft of answers is due at the beginning of class on Wednesday of Week 9 for in-class assignment credit; submit final version at the beginning of class on Friday.

Weeks 11-12 New Zealand

READINGS

Maori dictionary. Retrieved from <http://maoridictionary.co.nz/>

Māori people. (2017, August 20). In *Wikipedia, The Free Encyclopedia*. Retrieved 01:01, August 21, 2017, from

https://en.wikipedia.org/w/index.php?title=M%C4%81ori_people&oldid=796447175

Mikaere, Annie. (1994). Maori women: caught in the contradictions of a colonised reality. *Waikato Law Review*. Retrieved from

http://www.waikato.ac.nz/law/research/waikato_law_review/pubs/volume_2_1994/7

Herbert, A. (2001, June). Protocols and customs at the time of a Maori death. Retrieved from

<http://www.whakawhetu.co.nz/sites/default/files/Protocols%20%26%20Customs%20a%20the%20Time%20of%20a%20Maori%20Death.pdf>

A draft of answers is due at the beginning of class on Wednesday of Week 9 for in-class assignment credit; submit final version at the beginning of class on Friday.

Week 13 Colonization and globalization

STUDENT RESPONSIBILITIES:

STATEMENT ON PLAGIARISM:

For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

**Note: all Academic and Administrative policies are available on the same page.