

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION
ANTHROPOLOGY 2550 3(3-0-0), WINTER 2004
CONTEMPORARY CANADIAN NATIVE PEOPLES

Instructor: Dr. Laurie Nock

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Office Hours: Tuesdays and Thursdays 1:00-2:30. Drop-ins welcome.

Prerequisite: a 3-credit course in the Social Sciences.

Calendar description: Anthropological perspectives on some current situations of Native peoples in Canada.

REQUIRED TEXTS

THE INDIAN ACT, 1989. (Available on-line at www.canada.justice.gc.ca and in AN2550 scrapbook.)

TREATY 8. (Available on-line at www.ainc-inac.gc.ca/pr/trts/trty8_e.html and in AN2550 scrapbook.)

Long, D. and Dickason, O.P. (Editors) (2000). Visions of the heart: Canadian aboriginal issues. Toronto: Harcourt Canada.

CHOOSE AMONG THE FOLLOWING (SEE ASSIGNMENTS)

Bussidor, I. and Bilgen-Reinart, U. (1997). Night spirits: the story of the relocation of the Sayisi Dene. University of Manitoba Press.

Maracle, L. (1999). Sojourners and Sundogs. Vancouver: Press Gang Publishers.

Taylor, D.H. (1999). Further adventures of a blue-eyed Ojibway. Theytus Books.

COURSE DESCRIPTION

Aboriginal peoples all over the world have been encapsulated within modern states, and the relationship is usually problematic, especially for the former. The imposition of state (and global) economic systems was accomplished through the appropriation of aboriginal resources (particularly land and labor). Political systems designed to impersonally govern millions of people and relations with other states of the same scale were imposed on small communities. Social systems developed to sustain inequalities and to allow the interaction of strangers replaced systems which assumed everyone is related. Ideological systems envisioning individual human control over the universe challenge those which stress that we are inextricably linked to all beings past, present, and future and are responsible for all of them and for each other. The control the state

exerts over aboriginal peoples is, ultimately, military, but it is also expressed in its domination of the mass media and of educational systems. Of particular interest is the perspective that legal systems are created to further particular economic and political interests, and within particular cultural frameworks; however, they can also be utilized by those whose interests are opposed and whose culture is different. Hence the success of recent land claims and inter-governmental agreements, and the increased tendency towards self-determination and self-government.

Following an initial outline of the culture and society of aboriginal peoples in Canada prior to European occupation, we shall study their experience under Euro-Canadian domination. We shall examine the Treaties (legal documents by which aboriginal land was acquired) and consequent land claims suits, the Indian Act (designed to control and protect Indian reserve lands and residents), the continuous quest for economic resources, and the effects of Canadian educational, religious and legal institutions. Throughout, our attempt will be to make sense of the Native point of view, its logic and rationale; we shall be learning at least as much of the Euro-Canadian point of view and its logic and rationale.

REQUIREMENTS AND EVALUATION

The assignments on Treaties, the Indian Act and films are compulsory. Choose one of the other 20% assignments. Assignments must be handed in to the instructor by 1p.m. of the Monday following the week they are assigned. Late papers will not be accepted. All marking of these assignments uses the alpha scale.

In-class assignments (quizzes, group work, etc.) will be timed at the instructor's discretion and will be worth 20% percent of the final course grade. Contributions to the student scrapbook are included among in-class assignments. Ample opportunity to earn points will be provided, so there will be no make-ups for in-class work. As a bonus "in-class" assignment worth ten points, students may meet with me for an in-depth writing tutorial on one of their assignments, at any point during the term prior to the last week of classes. For this portion of this course ONLY, calculate your mark as a percentage of total marks obtainable.

GRADING Abbreviated from Approved Grading Policy 2003/2004

<i>Alpha Grade</i>	<i>4-Point Equivalent</i>	<i>Percentage Guidelines</i>	<i>Designation</i>
A	4.0	85 - 100	
A-	3.7	80 - 84	<i>First Class Standing</i>
B+	3.3	76 - 79	
B	3.0	73 - 75	
B-	2.7	70 - 72	<i>Good</i>
C+	2.3	67 - 69	<i>Satisfactory</i>
C	2.0	64 - 66	
C-	1.7	60 - 63	
D+	1.3	55 - 59	<i>Minimal Pass</i>
D	1.0	50 - 54	
F	0.0	0 - 49	<i>Fail</i>

All other assignments are marked on the alpha scale.

YOU MAY WISH TO KEEP TRACK OF YOUR MARKS HERE:

ASSIGNMENT	%	DUE DATE	MARK
Treaties	20	Week 3	
INDIAN ACT	20	Week 5	
FILMS	20	Week 7	
NIGHT SPIRITS	20	Week 9	
FURTHER ADVENTURES or SUNDOGS	20	Week 11	
Research paper	20	Week 13	
One missed assignment		Week 14	
In-class Assignments	20	Throughout term	

IN-CLASS ASSIGNMENTS AND SCRAPBOOK ENTRIES

DATE

SCORE

ANTHROPOLOGY 2550
IN-CLASS ASSIGNMENT: STUDENT SCRAPBOOK

Once every two weeks, you are expected to make a contribution to the Student Scrapbook for AN2550, for a total of six contributions. These may consist of a short article, an image, a website or list of websites, a story, etc., and will be stored on Reserve in the Library for all students to access. Include all relevant publication data. It is most important that you include an explanation of why you have made this contribution and what it means to you. How does it reflect what you are learning about Aboriginal issues in Canada? How can this item help others learn? This will be an indicator of the thought and effort you have put into your selection. Provide a title, your name, and the date. These contributions should be brought to class once a week, when they will be added to the student scrapbook after a brief oral description. Not more than one contribution may be made at a time. Each is worth 5 in-class assignment marks.

ASSIGNMENT: TREATIES

Value: 20%

Due Week 3

PART I

Read carefully Treaty 8 and the Treaty Commissioner's Report and answer the following questions.

1.
 - a) When was it signed?
 - b) Which are the First Nations involved?
 - c) What are the boundaries of the geographical area it encompasses?
 - d) What larger political area is included?
2. Why does Her Majesty's government want a Treaty?
3. What are the Indians to give up?
4. What does Her Majesty offer in return?
 - a) as a reward for taking Treaty
 - b) as occasional gifts or assistance
 - c) ongoing and/or regular benefits
5. What rights do Indians have on the lands they have ceded outside of reserved land?
6. What rights do Indians have on reserved land? What rights do others have on reserved land?
7. What do the Indians promise for the future?
8. What is the structure of the Indian political system, as implied in the Treaty?
9. How are the Indians expected to live in future?

PART II

Read carefully the Reports of the Commissioners for Treaty 8. What concerns were expressed by Indians during Treaty negotiations? How did government representatives respond?

ASSIGNMENT: INDIAN ACT

Value: 20%

Due Week 5

1. Study my synthesis of the Act as it stood up to 1985. Summarize regulations regarding
 - a) enfranchisement
 - b) the right to be registered as an Indian
 - c) the right to be registered as a band member (on band list)
 - d) alcohol use.
 - e) the prerogatives and powers of bands and/or band council
2. Read through the 2001 compilation of the Indian Act. Compare and contrast with the pre-1985 version regulations regarding
 - a) enfranchisement
 - b) the right to be registered as an Indian
 - c) the right to be registered as a band member (on band list)
 - d) alcohol use
3. What effect does the Indian Act have on Treaty provisions? Provide specific examples and an overall assessment.

ASSIGNMENT: FILMS

Value: 20%

Due Week 7

The Library at GPRC holds many documentary films which are of relevance to contemporary Native issues. Review five films we have not seen in class, including at least the following information

- a) when the film was made, the producer, the director, and its length
- b) the topic and people it is about (community, culture and geographical region)
- c) your understanding of the broader issues it addresses (i.e. what is shared with other communities?)

What is the purpose of documentaries of this sort? What have you learned from them? Films should be at least 30 minutes in length.

ASSIGNMENT: NIGHT SPIRITS

Value: 20%

Due Week 9

Some of the principle causes of the disruption of the Sayisi Dene community were:

- alcohol
- relocation
- disruption of trapping and hunting
- unemployment
- the imposition of Canadian government administration

Describe the effects of these factors on ideology (religion or spirituality, ideas of good and bad, right and wrong), social organization, political life and the economic system of the community. Which would appear to be the most significant source of change?

Length: not more than ten pages, or 2500 words. Use references as appropriate.

ASSIGNMENT: THROUGH ABORIGINAL EYES

Value: 20%

Due Week 11

Describe white people and dominant Canadian society as portrayed by

a) Drew Hayden Taylor in Further adventures of a blue-eyed Ojibway

OR

b) Marianne and her family in Sundogs.

Length: not more than ten pages, or 2500 words. Use references as appropriate.

ASSIGNMENT: RESEARCH PAPER

Value: 20%

Due Week 11

This is an opportunity to carry out research into a current issue regarding Aboriginal or First Nations in Canada which is of interest to you. Provide an account of the situation, its history and/or outcome, using appropriate vocabulary and references. Your reference list should include the equivalent of two monographs (books) and two articles, and your paper should be approximately 10 pages (2500 words) in length.

Prior to doing this assignment, you must consult with me by the end of Week 11.

SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS

Readings are in Long, D. and Dickason, O.P. (Editors) (2000). Visions of the heart: Canadian aboriginal issues. Toronto: Harcourt Canada.

WEEKS 0-1 INTRODUCTION; STEREOTYPES; ETHNOGRAPHIC AND DEMOGRAPHIC OVERVIEW

Chapter 7. Aboriginal peoples in Canada: Demographic and linguistic perspectives. Mary Jane Norris (167-236)

Chapter 8. Aboriginal people in urban areas. Evelyn Peters. (237-270)

Chapter 14. Aboriginal peoples' vision of the future: Interweaving traditional knowledge and new technologies. Simon Brascoupe. (411-432)

Film: Hands of History 1994 52 min. GPRC
All over: Stolo, Gitksan, Blood, Chippewa; 4 women artists.

WEEKS 2-3 TREATIES

Chapter 1. Toward a larger view of Canada's history: The Native factor. Olive Patricia Dickason. (11-30)

ASSIGNMENT ON TREATIES DUE WEEK 3

WEEK 4 THE QUEST FOR ECONOMIC RESOURCES; LAND CLAIMS

Chapter 6. Aboriginal self-government in Canada: The cases of Nunavut and the Alberta Métis Settlements. Denis Wall. (143-166)

Chapter 13. The precarious movements of Aboriginal peoples and their supporters: A case study of the Lubicon First Nation Coalition. David Long. (387-410)

Film: Blockade: who owns the land? 1998 24 min. GPRC
Plateau. Gitksan and Wetsuweten.

WEEKS 5-6 INDIAN ACT; ECONOMIC AND POLITICAL UNDERDEVELOPMENT

Chapter 5. The politics of jurisdiction: Pathway or predicament? Augie Fleras. (107-142)

ASSIGNMENT ON INDIAN ACT DUE WEEK 5

WEEK 7 LEGAL SYSTEMS: CANADIAN AND TRADITIONAL

Chapter 12. Lessons in decolonization: Aboriginal overrepresentation in Canadian criminal justice. Patricia A. Monture-Angus. (361-387)

Film: No turning back 1997 47 min. GPRC
Canada; Royal Commission on Aboriginal Peoples. Lots of testimony.
Unfortunately, don't name speakers. Excellent.

ASSIGNMENT ON FILMS DUE WEEK 7

WEEK 8 SCHOOLING AND CHURCHING

Chapter 10. "We can heal": Aboriginal children today. Suzanne Fournier and Ernie Crey. (303-330)

Chapter 11. Aboriginal education: Is there a way ahead? Jan Hare and Jean Barman. (331-360)

Urban Indians: reflections on participation of First Nation individuals in the institutions of the larger society, George Calliou. (On reserve in the Library).

WEEKS 9-10 SOCIAL PROBLEMS

Chapter 4. Contemporary Aboriginal women in Canada. Cora J. Voyageur. (81-106)

Chapter 9. Struggles within the circle: violence, healing and health on a First Nations Reserve. Terry Fox and David Long. (271-302)

Film: Keepers of the fire

1994 55 min.

GPRC

All over: Oka, Mohawk, Haida, Mikmaq (Tobique), urban Toronto; women activists.

ASSIGNMENT ON NIGHT SPIRITS DUE WEEK 9

WEEKS 11-12 MOBILIZATION AND RESISTANCE

Chapter 2. The role of Native Elders: Emergent issues. Joseph E. Couture. (31-48)

Chapter 3. Aboriginal leadership. Peter McFarlane. (49-80)

ASSIGNMENT ON FURTHER ADVENTURES. . . OR SUNDOGS DUE WEEK 11

WEEK 14

ONE MISSED ASSIGNMENT OF ANY SORT—IF NECESSARY