

Introduction to Indigenous Anthropology 2016
Anthropology 234:20 Wednesday 7:00 – 9:30 JBB 337

Instructor: L. Jane McMillan, PhD

Office Hours: Wednesdays 11:00 – 13:30 or by appointment

Office Location: J Bruce Brown 306

Office Phone: 902.867.5021

Email: ljmcmill@stfx.ca

Course Description:

The diversity and complexity of contemporary cultural, political and legal Indigenous issues are explored using anthropological methods and theories. Beginning with the historical antecedents of colonial relations and leading to contemporary ethnography, this course assesses the impacts of state policies and legislation on Indigenous treaty rights and livelihoods today. Students will study engaged anthropology and the relationships between the State and Indigenous peoples in areas of Indigenous rights, culture, law, governance, politics, environment, media, social development, gender, and health, and examine potential pathways and strategies toward reconciliation and equity. Special attention will be paid to the Truth and Reconciliation Commission of Canada.

Course Format:

This is an introductory survey course consisting of assigned readings, lectures, in class writing activities, tests, films, guest speakers, group discussions and presentations. Students are required to write mid term and final exams and submit written assignments. Regular attendance, preparedness, punctuality and full participation are essential to the successful completion of this course. *All assignments are due in class. Late assignments will not be accepted.*

Academic Honesty: This course adheres to the University Policy on Academic Integrity.

http://www.sites.stfx.ca/registrar_office/sites/sites.stfx.ca/registrar_office/files/academic-integrity-document.pdf

Required Texts

Benjamin, Chris

2014 Indian School Road. Halifax: Nimbus.

Cannon, Martin and Lina Sunseri eds.

2011 Racism, Colonialism and Indigeneity in Canada. Don Mills: Oxford.

Truth and Reconciliation Commission

2015 Final Report of the Truth and Reconciliation Commission of Canada: Volume One: Summary. Toronto: Lorimer.

Suggested Readings

Canada.

1996 Royal Commission on Aboriginal Peoples. *Report of the Royal Commission on Aboriginal Peoples*. Vols. 1-5. Ottawa. (RCAP)

http://www.collectionscanada.gc.ca/webarchives/20071115053257/http://www.ainc-inac.gc.ca/ch/rcap/sg/sgmm_e.html

EnviroNics Institute.

2010 *Urban Aboriginal Peoples Study*. Main Report. Toronto.

http://142.132.1.159/wp-content/uploads/2010/03/UAPS-Main-Report_Dec.pdf

Native Women's Association of Canada

2015 Fact Sheet: Missing and Murdered Indigenous Women and Girls

http://www.nwac.ca/wp-content/uploads/2015/05/Fact_Sheet_Missing_and_Murdered_Aboriginal_Women_and_Girls.pdf

Truth and Reconciliation Commission of Canada Final Report

<http://www.trc.ca/websites/trcinstitution/index.php?p=905>

United Nations

2008 United Nations Declaration on the Rights of Indigenous Peoples

http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Visit the Anthropology Department's website Writing and Presentation guide

http://sites.stfx.ca/anthropology/writing_and_presentation_guide

Media Alerts:

Aboriginal Peoples Television Network <http://aptn.ca/>

Google Alerts: Aboriginal News

CBC <http://www.cbc.ca/news/aboriginal>

Reading and Lecture Schedule:

January 6: Welcome and Introductions – Life Before Settlers & TRC Introduction and Commission Activities (1-37)

January 13: Cannon Part One: Theoretical Foundations (1-28) & Cannon Part Two: Nation-Building and the Deeply Racialized Other (29-57) (6 presentations)

January 20: TRC – The History (37-135) We Were Children

January 27: TRC – The Legacy (135-183) (3 presentations)

February 3: Cannon Part Three: Race, Space and Territoriality (57-86) & Cannon Part Four: Racialization, Sexism and Indigenous Identities (87-110) (6 presentations)

February 10: Cannon Part Five: Family Belonging, and Displacement (111- 136) & Cannon Part Six: Indigenous Rights, Citizenship and Nationalism (137-162) (6 presentations) (+ mid term quiz questions)

February 24: **Mid term quiz** (30%)

March 2: Chris Benjamin: Indian School Road (6 or 7 presentations)

March 9: TRC – The Challenge of Reconciliation (183 – 319) Group Work

Chris Benjamin Book Review Due

March 16: Cannon Part Seven: Decolonizing Indigenous Education & Cannon Part Eight: Poverty, Economic Marginality and Community Development (6 presentations)

March 23: Cannon Part Nine: Violence and the Construction of Criminality (3 presentations)

March 30: TRC – Calls to Action (+ exam questions)

Assignments

In -Class Presentations

Each student will be responsible for summarizing an assigned reading and giving a brief (10 minute) presentation of their summary to the class. Presentation style is the choice of the student. 10%

Mid-Term quiz (Wednesday February 24)

This in class quiz will consist of two essay questions drawn from all materials covered in the first section of the term. A list of study questions will be distributed on February 10 in class. 30%

Book Review (Wednesday March 9)

Write an academic book review of Chris Benjamin's *Indian School Road*. An academic book review critically describes, analyzes and evaluates how the book contributes to our understanding of a particular subject. Your review will include:

1. A short introduction of the author and the historical context of the book and a thesis statement identifying the main argument of the book, your evaluation (strengths & weaknesses) and why or in what ways the book demonstrates its strengths and or weaknesses (5 marks).

2. A very brief overview of the book (3 marks).
3. Your evaluation and analysis (provide the evidence that helped you to arrive at your thesis statement) using illustrations from the text to support your point of view (10 marks).
4. Conclusion (succinct summary of your review and the book's contributions to the field, limitations, future research) (2 marks). 1000 words, double-spaced, 12-point font, AAA citation, proper grammar. 20%

Final Exam (April 2016)

Set in the University final exam schedule, this exam will consist of short answer and or essay questions drawn from all materials covered throughout the term. A list of study questions will be distributed on March 30 in class. 40%

Participation & Google Alert of the Day (Everyday)

Participation means more than showing up for class, it also means taking an active role in leading discussion, posing questions, responding to questions, listening actively, respecting your colleagues, and of course reading the assigned material before class, and taking notes. It is highly recommended that you subscribe to Google Alerts – Aboriginal News (each day you will receive one email with a list of live links to news articles about Indigenous issues from across Canada and around the world. At the start of each class one or two students will be asked to provide a Google Alerts news update).

The pace of this class is significant because it meets only once a week. Avoid missing a class. If by necessity you are going to be absent from any class, I strongly recommend you contact me ahead of time by phone or email. Please do not hesitate to make appointments or to visit me during office hours.

The order and content of this syllabus are subject to change.

Course Code of Conduct:

We agree to: treat each other with respect; to allow each person equal time and opportunity to share their opinions without prejudice; to keep an open mind when listening to opinions that differ from our own and share our views without causing harm to others; to be on time and to be prepared.