

Advanced Indigenous Studies 2021
Anthropology 435
Tuesdays 6:45-9:30 BB 337

Professor: L. Jane McMillan, PhD
Department of Anthropology BB 306
Student Hours: weekdays starting at 11:00 am
To book a virtual appointment email ljmcmill@stfx.ca

This course meets in Mi'kma'ki the territory of the Mi'kmaw Nation

What are Indigenous right? What is reconciliation? What is decolonization? What is social justice for Indigenous peoples?

This course examines Indigenous legal traditions and governance through a celebration of Indigenous knowledges, resistance and resilience. We critically assess the impacts of colonization, policies of assimilation, and the evolution and maintenance of systemic discrimination. We will explore current issues that challenge Indigenous sovereignty and the full ability to exercise their rights, express their cultures and customary knowledge, and to be self-governing.

Our study focuses on the political, legal and cultural processes involved in treaty negotiations, social justice, social control, and social change. We analyze the complex processes through which laws and policies shape social lives, and how power structures shape and alter cultures, rights and governance practices. We explore how people invoke law, justice and rights in their daily struggles to resist cultural, gender, racial, ethnic, religious, and class-based inequalities. Through a comparative framework we consider the themes, theories, ethics and methods central to Indigenous anthropology.

We will engage with the key debates on reconciliation and recognition and critically assess the consequences and implementation of the Truth and Reconciliation Commission, the National Inquiry into Missing and Murdered Indigenous Women and Girls, the United Nations Declaration on the Rights of Indigenous Peoples. Our analyses will help ascertain if and how these processes are transforming the relationships, symbolic, structural and substantive, between Indigenous peoples and settler society.

GOALS & OBJECTIVES

1. To critically assess the impacts of colonization on Indigenous peoples in Canada;
2. To examine and compare strategies to address social change and governance in Indigenous communities;

3. To engage in discussions and develop action plans to build sustainable economies and reinvigorate Indigenous cultures and Indigenous knowledge;
4. To understand and practice ethical protocols and collaborative methodologies used in conducting anthropological research with Indigenous communities.
5. To practice decolonization in every day actions.
6. To assess the role of applied anthropology or public anthropology in the implement the Calls to Action of the Truth and Reconciliation Commission, the Calls for Justice of MMIW and the articles of the UN Declaration on the Rights of Indigenous Peoples.

REQUIRED TEXTS

Borrows, Chartrand, Fitzgerald, Schwartz (eds). 2019. *Braiding Legal Orders: Implementing the United Nations Declaration on the Rights of Indigenous Peoples*. Waterloo: Centre for International Governance Innovation.

McMillan. 2016. "Living Legal Traditions: Mi'kmaw Justice in Nova Scotia" *University of New Brunswick Journal of Law* Vol. 67 (187-210). (Available on course Moodle)

National Inquiry into Missing and Murdered Indigenous Women and Girls. 2019. *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volumes 1a and 1b*.

<https://www.mmiwg-ffada.ca/final-report/>

https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1b.pdf

Truth and Reconciliation Commission of Canada. 2015. *Honouring the Truth, reconciling for the future: summary of the final report of the Truth and Reconciliation Commission of Canada*.

http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf

United Nations. 2007. *United Nations Declaration on the Rights of Indigenous Peoples*.

https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

PARTICIPATION

Get the most out of your university experience, be prepared for class, attend them all and explore the many extracurricular events available to you. Strive for informed participation and full engagement in class. **Readings are to be completed before class.** Students are expected to raise questions, exchange ideas and participate in discussions and activities. This course is designed to be offered in face-to-face teaching, with flexibility to adapt to online delivery should that be necessary. Students are reminded that StFX may decide to move to online teaching if pandemic conditions warrant.

CLASSROOM ETIQUETTE

Questioning the professor, or something from the readings, or others' comments during discussion is expected – exploring and analyzing different life experiences are part of what anthropology is about. Different viewpoints help us think through our own opinions and are important to developing our critical thinking skills. Share your ideas, but be respectful of each other. Together we will make this class a safe space for sharing divergent points of view.

“Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space – both real and virtual – that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity”. Please feel free to contact the Human Rights and Equity Advisor Megan Fogarty if you have questions or concerns about equity in the classroom or in the StFX Community in general. Megan can be contacted by email at mfogarty@stfx.ca or by telephone at 902-867-5306.

The use of phones, tablets and laptops for other than course related work is not permitted during class. We can tell when you are not paying attention and it is culturally inappropriate classroom behaviour. Please try to arrive on time, but please come, even if you are late.

COURSE ASSIGNMENTS AND GRADE ACCUMULATION OPPORTUNITIES

KEY DATES

10% Reading Summaries & Engagement Circle Assignment #1 MMIW – February 2

10% Research Essay Statement & Key Question- February 9

10% Indigenous Legal Principles – Sentencing Circle – February 23

10% Annotated bibliography – February 23

10% Reading Summaries & Engagement Circle Assignment #2 Braiding Legal Orders – March 2, 9, 16, 23

30% Essay – April 6

20% Class Conference – Pecha Kucha - April 6

READING SUMMARY & ENGAGEMENT CIRCLE ASSIGNMENT # 1

February 2

This is a senior seminar course. Students will take turns leading the discussion based on the weekly readings. Each student will sign up or be assigned a chapter from volumes 1a and 1b of *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*. Summarize your chapter and lead a discussion about the key messages and issues arising from the subject matter and link these to engaged anthropology. Submit a 2-page, double spaced summary of your chapter in Word format on the course Moodle. This assignment is worth 10%.

1. Centering Relationships to End Violence

2. Indigenous Recognitions of Power & Place
3. Emphasizing Accountability through Human Rights Tools
4. Colonization as Gendered Oppression
5. Confronting Oppression – Right to Culture
6. Confronting Oppression Right to Health
7. Confronting Oppression – Right to Security
8. Confronting Oppression – Right to Justice
9. Wellness & Healing
10. Commemoration and Calling Forth
11. Valuing Lived & Front-Line Experiences
12. Calls for Justice

RESEARCH ESSAY STATEMENT & KEY QUESTION

February 9

Students will write a major essay in this course. The first step in writing this essay is to determine the problem or issue that you want to research and framing a research question to guide your study. Pick a topic that is of keen interest to you and relevant to the themes of this course as outlined on page 1 of this syllabus. Craft a detailed research statement and key question. Submit one page to the course Moodle. This assignment is worth 10%.

ANNOTATED BIBLIOGRAPHY

February 23

Conduct library research on your essay subject – find and read a minimum of 7 peer reviewed academic sources (anthropology & Indigenous studies journal articles, books, reports) and create an annotated bibliography. An annotated bibliography is a list of substantive citations. Each full bibliographic citation is followed by a brief descriptive and evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources cited and to provide a commentary on how they relate to your research subject. Each annotated should be approximately half a page. This assignment is worth 10%.

INDIGENOUS LEGAL PRINCIPLES

February 23

Building on the Calls to Action of the TRC specific to justice and from our reading to Gladue reports and as per the article, “Living Legal Traditions: Mi’kmaw Justice in Nova Scotia” *University of New Brunswick Journal of Law* Vol. 67 (187-210), we will perform an experiential learning exercise. Using teachings from Indigenous legal traditions we will conduct a customary law restorative justice circle. Each student will be required to research legal traditions, consider the lived realities of Indigenous peoples as they encounter the Canadian legal system and perform a role in a restorative justice healing circle process. Participation in this assignment is worth 10%.

READING SUMMARY & ENGAGEMENT CIRCLE ASSIGNMENT # 2

March 2, 9, 16, 23

The course text *Braiding Legal Orders* is organized into four sections. Over the course of four weeks we will have roundtable discussions on: 1. International Law Perspectives; 2. Indigenous Law Perspectives; 3. Domestic Law Perspectives; and 4. Implementation. Each student will sign-up or be assigned to two chapters and will present the key ideas of their chapters in a roundtable discussion that links the subject matter to anthropological practice. Submit a 1 page summary of each chapter (including a brief commentary on potential anthropological engagement) in Word format on the course Moodle. This assignment is worth 10% for two chapters.

March 2: International Law Perspectives

1. Sa'ke'j Henderson
2. Sheryl Lightfoot
3. John Borrows
4. Joshua Nicols
5. Gordon Christie
6. Brenda Gunn

March 9: Indigenous Law Perspectives

7. Sarah Morales
8. Larry Chartrand
9. Lorena Sekwan Fontaine
10. Aimée Craft
11. Cheryl Knockwood
12. Sarah Morales

March 16: Domestic Law Perspectives

13. Brenda Gunn
14. Joshua Nicols
15. Jeffery Hewitt
16. Robert Hamilton
17. Rayn Beaton
18. Kerry Wilkins
19. Hannah Askew

March 23: Concluding Thoughts

20. Gordon Christies
21. Joshua Nicols and Robert Hamilton
22. Cheryl Knockwood
23. Sa'ke'j Henderson

MAJOR RESEARCH ESSAY

April 6

Select a research topic that engages with the key debates on reconciliation and recognition and critically assess the state of relationships between Indigenous peoples and settler society in Canada today. Consider the impacts and efficacy of the Truth and Reconciliation Commission, the National Inquiry into Missing and Murdered Indigenous Women and Girls, the United Nations Declaration on the Rights of Indigenous Peoples to address systemic discrimination and to drive social justice actions. Use your analyses to ascertain if and how these processes (legal, constitutional, and social) are transforming the relationships, (symbolic, structural and substantive), of Indigenous peoples and settler society and identify what anthropology can contribute to these processes of change.

Based on your research statement and question, and your annotated bibliography write an anthropology research essay. Titled, maximum 20 pages, 12-point font, double-spaced, page numbers, in text citations (Author (last name) – Date) which then match up to an entry in a reference list, where full bibliographic information is accurately provided in alphabetical order. Essays are due on Moodle in Word format April 6. This assignment is worth 30%.

Follow the StFX Anthropology Department Academic Essay Guide

http://stfx.libguides.com/ld.php?content_id=3538355

<http://stfx.libguides.com/c.php?g=101558&p=658461>

Original submissions only (do not hand in essays written for other courses). Please follow the rules of academic honesty; do not plagiarize and cite work correctly. Familiarize yourself with StFX's Academic Integrity Policies and Procedures and seek assistance from the library if you have questions.

https://www2.mystfx.ca/registrars-office/sites/mystfx.ca/registrars-office/files/Academic%20Integrity-Mar_2015_0.pdf

CLASS CONFERENCE – PECHA KUCHA

April 6

As part of our class conference, design and present a Pecha Kucha style performance based on your research essay. (Pecha Kucha is a PowerPoint presentation consisting of 20 slides (images and limited text) x 30 seconds per slide = 10 minutes). Write a script for the 20 slides using material from your research project. Be creative (song, prose, poetry, performance – whatever it takes to convey your research experience and your findings) and make sure you practice to be concise and keep pace. Email or upload your slide presentation or copy it to a zip drive. This assignment is worth 20%.

COURSE CALENDAR: READINGS & TOPICS SCHEDULE

January 19 *This class will meet on line in the collaborate classroom on the course Moodle*
Sharing circle

Truth and Reconciliation Commission – activities, history, legacy

Reading: Truth and Reconciliation Commission of Canada. 2015. *Honouring the Truth, reconciling for the future: summary of the final report of the Truth and Reconciliation Commission of Canada*. (p. 1-182). Discussion: the impacts of colonization, the consequences of residential schools, the nature and scope of the commission.

January 26 *This class will meet in person in BB 337*

Truth and Reconciliation Commission – the challenge of reconciliation & Calls to Action

Reading: Truth and Reconciliation Commission of Canada. 2015. *Honouring the Truth, reconciling for the future: summary of the final report of the Truth and Reconciliation Commission of Canada*. (p. 183-338). Discussion: assess what has been implemented, what needs to be implemented, and the next steps.

February 2

Missing and Murdered Indigenous Women and Girls

Reading Summaries & Engagement Circle Assignment #1 10%

Reading: National Inquiry into Missing and Murdered Indigenous Women and Girls. 2019. *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volumes 1a and 1b*. Discussion: content of assigned chapters.

February 9

Research Essay Question – due 10%

Reading: National Inquiry into Missing and Murdered Indigenous Women and Girls. 2019. *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volumes 1a and 1b*. Discussion: significance of National Inquiry on MMIW and understanding Gladue principles.

Gladue reports – available in class

Roles assigned for restorative justice healing circle.

February 16 – study day – no classes – prepare annotated bibliography & role preparation for circle exercise

February 23

Annotated Bibliography Due – 10%

Indigenous Legal Principles – Sentencing Circle Participation 10%

Reading: McMillan. 2016. "Living Legal Traditions: Mi'kmaw Justice in Nova Scotia" *University of New Brunswick Journal of Law* Vol. 67 (187-210). (Available on course Moodle). Discussion: Healing circle protocols and debrief of the circle experience.

March 2

UNDRIP International Law Perspectives

Summaries & Engagement Circle Assignment #2 – Roundtable 1 10%

Reading: UNDRIP & *Braiding Legal Orders* Part 1 (p. 13-61).

March 9

UNDRIP Indigenous Law Perspectives

Summaries & Engagement Circle Assignment #2 – Roundtable 2 10%

Reading: *Braiding Legal Orders* Part 2 (p. 65-131)

March 16

UNDRIP Domestic Law Perspectives

Summaries & Engagement Circle Assignment #2 – Roundtable 3 10%

Reading: *Braiding Legal Orders* Part 3 (p. 135-196)

March 23

Implementing UNDRIP

Summaries & Engagement Circle Assignment #2 – Roundtable 4 10%

Reading: *Braiding Legal Orders* Part 4 (p. 199-228)

March 30

Sharing Circle – Next Steps

Essay check-in & Pecha Kucha building assistance

What did we learn? How do we mobilize advocacy? What role will your understanding of applied / public anthropology play in decolonization and in implementation of UNDRIP, TRC & MMIW?

April 6

Essays Due 30%

Class Conference – Pecha Kucha style 10%

IMPORTANT ADMINISTRATION DATES

January 21 – last day to receive full tuition refund for second term courses (when applicable)

March 4 – last day for partial tuition refunds (when applicable)

March 12 – mid-term grades are submitted by Professors

March 19 – last day to drop first term courses – any changes must be made by students through Banner. Any changes after the deadline require permission by the Dean.

Information about requesting an accommodation at STFX

If you have a disability and would like to request accommodations, please contact the instructor during the first week of the semester so that your accommodations may be provided in a timely manner. Centre for Accessible Learning (CAL) provides assistance in determining and facilitating appropriate accommodations for students with verified disabilities.

TRAMBLE CENTER FOR ACCESSIBLE LEARNING. The Tramble Center for Accessible Learning welcomes students with documented permanent disabilities and offers them a student-centered program of support. Located in Room 108 of the Angus L MacDonald Library, new and returning students meet with program staff to discuss options for support. Deadline for registering with the Center is two weeks prior to the end of classes each semester and 3 Business Days' notice is required for booking all accommodated tests and exams. To book an appointment please use the following link: stfxcal.mywconline.com Phone 902.867.5349 Email: tramble@stfx.ca

Well-being Resources

St.F.X. Health and Counselling Centre

- Location: 305 Bloomfield Centre
- Phone: (902-867-2263)
- Website:
<https://www2.mystfx.ca/health-and-counselling/>

Margie McKinnon, Director of Health, Counselling and Accessible Learning

- Email: mmckinno@stfx.ca

Heather Blackburn, Sexual Violence Prevention and Response Advocate

- Location: 313D Bloomfield Centre
- Phone: (902-867-5601)
- Email: hblackbu@stfx.ca

Flourish @ X

- Website:
<https://www.facebook.com/pages/category/Health---Wellness-Website/Flourish-at-X-2031554250297237/>

Nova Scotia Crisis Line

- Phone: (1-888-429-8167)

Good2Talk Nova Scotia

- Phone: (1-833-292-3698)

Crisis Text Line

- Text "GOOD2TALKNS" to 686868

Mindwell U

- Website:
<https://app.mindwellu.com/novascotia>

ICAN (Conquer Anxiety and Nervousness) – Anxiety Program

- Website:
<https://login.strongestfamilies.com/folder/1963/>

HealthyMindsNS

Website: <https://healthymindsns.ca/stfx>

The Eskasoni Crisis Centre is open 24/7. If you need to reach out to talk to someone please call the Crisis Line **Toll-Free: 1-855-379-2099** 24-Hour Crisis and Support Line * Within Nova Scotia or Facebook message "*Eskasoni Crisis Worker*".

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