

Anthropology 435 Advanced Indigenous Studies 2019

Dr. L. Jane McMillan

Department of Anthropology BB 306

902.867.5021 ljmcmill@stfx.ca

Office hours: Tuesdays & Wednesdays 4:30 – 6:00 JBB 306 **or anytime by appointment**

Course Description

What are Indigenous rights? 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 of the Truth and Reconciliation Commission and ascertain if and how the 94 Calls to Action are transforming the relationships between Indigenous peoples and settler society.

Goals and 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 and implement the Calls to Action of the Truth and Reconciliation Commission or produce and employ alternative strategies to active rights recognition.

Required Texts

Asch, Michael, John Borrows, James Tully (eds). 2018. *Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings*. Toronto: University of Toronto Press.

** Coulthard, Glen. 2014. *Red Skin White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press.

McMillan, L. Jane. 2018. *Truth and Conviction: Donald Marshall Jr. and the Mi'kmaw Quest for Justice*. Vancouver: UBC Press.

Talaga, Tanya. 2018. *All Our Relations: Finding the Path Forward*. Toronto: House of Anansi Press.

Reading and Assignment Schedule

January 8: Introductory talking circle and Indigenous law lecture – Tropes, Trial, Treaties

January 15: All Our Relations chapters 1 & 2 – select essay topics.

January 22: All Our Relations chapters 3, 4 & 5 – confirm essay topics.

January 29: Resurgence and Reconciliation part 1 (3 chapters: Asch, Borrows, Tully)

In class presentations (written summary of chapter including precis and class presentation) 15%

Essay outlines and annotated bibliography due 20% - topics must be approved in advance. Essays that involve interviewing will require ethics approval from the Anthropology Department.

1. **Annotated bibliography (10 marks):** conduct library research – find and read a minimum of 7 academic sources (journal articles, books, reports) and create an annotated bibliography. An annotated bibliography is a list of substantive citations. Each 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 commentary on how they relate to your research subject.
2. **Abstract and outline (10 marks).** Write an abstract and outline of your arguments. An abstract is a concise description of your essay. It should include: motivation (why do we care about the problem and results), problem statement (what is the problem you are trying to solve), approach (how did you go about solving the problem), results (what is the answer to the problem), and conclusions (what are the implications of your answer). The outline should include: a working title, statement of problem, scope of essay, context of the issue, list 3-6 main ideas about your topic and provide proof for each idea using secondary sources from your annotated bibliography, a conclusion that confirms your thesis.

February 5: Learning Lodge: Environmental Sustainability: Insights from Indigenous Knowledge Keepers. We are hosting an event with Knowledge Keeper on Campus Kerry Prosper and Brad Long's class and students from CLEN.

Readings: Resurgence & Reconciliation (chapters: Turner & Spalding, Noble)

Event participation (various roles assigned) and participant observation written exercise 10%.

The assignment structure for participant observation includes:

1. **Context:** a paragraph or two contextualizing the event within the discourse of Indigenous anthropology (what is the issue, why is it important, what are the key words, themes, theories) (1 page)
2. **Description:** in great detail describe who, what, when, where, why, how of what you witnessed and experienced (2 pages)
3. **Analysis and Interpretation:** write up your reflections of the event and assess the value of the event in terms of learning about Indigenous ways of knowing (1 page). Type your reports (maximum 5 pages, doubled spaced, 12 point font, numbered pages).

February 12: Resurgence & Reconciliation (chapters: Mills, Starblanket & Stark, Regan)

Red dress event February 13 – participant observation opportunity.

In class presentations (written summary of chapter including precis and class presentation) 15%

Participant observation exercise due 10%

February 26: Resurgence & Reconciliation (chapter: McNeil)

Essay due: What are the key debates and themes framing resurgence and reconciliation?

10 pages 20%

March 5: Truth and Conviction (chapters intro, 1 & 2)

Craft night

March 12: Film & visual ethnography assignment. Watch the film in class and answer the questions provided in a film review essay due next week or write a book review of Truth and Conviction. Maximum 5 pages.

March 19: Truth and Conviction (chapters 3, 4, 5, 6)

In class presentations (written summary of chapter including precis and class presentation) 15%

Visual ethnography film review or book review essay 10% due.

March 25: Truth and Conviction (chapters 7, 8, 9)

In class presentations (written summary of chapter including precis and class presentation) 15%

April 2: Class conference and feast

Essays due 25%.

1. **Essay (25 marks)** Write a critical essay based on your outline (proof read and use proper citation – avoid plagiarism, approximately 15 pages, double spaced, 12 point font, use page numbers, at least 7 academic sources).

Documentary Film option (annotated bibliography 10 marks, abstract and story board 10 marks, complete edited 15-20 minutes film 25 marks) total 45 marks.

Choose a topic related to an issue you are passionate about. Make sure it is a subject that is filmable. You will require ethics approval from the Anthropology department if you are working with humans.

1. **Annotated bibliography (10 marks):** conduct preliminary research – find and read a minimum of 7 academic sources (journal articles, books, reports) and create an annotated bibliography. An annotated bibliography is a list of citations. Each 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.
2. **Abstract and storyboard (10 marks).** Write an abstract and outline of your arguments. An abstract is a concise description of your film. It should include: motivation (why do we care about the problem and results), problem statement (what is the problem you are trying to solve?), approach (how did you go about solving the problem), results (what is the answer to the problem), and conclusions (what are the implications of your answer). The storyboard is a map of your film and its key pieces laid out in a way that tells the story of your film. It should include: a working title, statement of problem, scope of film, context of the issue, list 3-6 main ideas about your topic and how you will capture these ideas from your secondary sources in annotated bibliography on film (where, who, how, why, when, what).
3. **Film (25 marks)** – shoot the clips, edit the film, organize according to your storyboard, and add the music, titles and credits.

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Syllabus is subject to change.

Late assignments will not be accepted.

Attendance is required to successfully complete this course.

All assigned books are on reserve at the library.