

# INTRODUCTION TO INDIGENOUS ANTHROPOLOGY

ANTHROPOLOGY 234.10 2020

Mondays 17:15-20:00

MULH 2030

Professor: L. Jane McMillan, PhD

Student Hours: Mondays and Tuesdays and Thursdays 12:00 – 13:00

Virtual meetings in collaborate on Moodle or by appointment

To book an appointment email [ljmcmill@stfx.ca](mailto:ljmcmill@stfx.ca)

JBB 306

902.867.5021

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

## COURSE DESCRIPTION

The diversity and complexity of contemporary Indigenous cultural, political and legal 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 cultures, treaty rights and livelihoods today. Students will study engaged anthropology and the relationships between the Canadian state and Indigenous peoples in areas of Indigenous rights, culture, law, governance, politics, environment, media, social development, gender, and health, and critically examine potential pathways and strategies toward decolonization, reconciliation, effective treaty relations and systemic change. Special attention will be paid to monitoring the impacts of the Truth and Reconciliation Commission of Canada, the National Inquiry into Missing and Murdered Indigenous Women, Indigenous peoples' experiences with the Canadian justice system, and the impacts of the COVID-19 Pandemic on Indigenous peoples' lives globally.

## GOALS & OBJECTIVES

1. To learn key concepts and terms central to Indigenous anthropology including decolonization, treaty rights, reconciliation, assimilation, cultural genocide, resistance, resurgence, community-based and applied Indigenous research methods;
2. To critically assess the impacts of colonization on Indigenous peoples in Canada;
3. To advance cultural competencies through enhanced critical thinking, reading and writing skills;
4. To examine and compare strategies to address social change and self-determination in Indigenous communities;
5. To engage in discussions and develop action plans to correct systemic discrimination;
6. To understand and practice ethical protocols and collaborative methodologies used in conducting anthropological research with Indigenous communities;
7. To assess and implement the Calls to Action of the Truth and Reconciliation Commission or produce and employ alternative strategies to active rights recognition;
8. To learn how to research and write academic essays and reports for anthropology.

## REQUIRED TEXTS

Monchalin, Lisa. 2016. *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. Toronto: University of Toronto Press.

Manuel, Arthur, and Grand Chief Ronald Derrickson. 2017. *The Reconciliation Manifesto: Recovering the Land the Rebuilding the Economy*. Toronto: James Lorimer and Company Ltd.

UN General Assembly. 2007. *United Nations Declaration on the Rights of Indigenous Peoples*  
[http://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf)

### Suggested Readings:

Canada. 2019. *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*.

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

Truth and Reconciliation Commission of Canada. 2015. *Final Report of the Truth and Reconciliation Commission of Canada: Summary: Honouring the Truth, Reconciling for the Future*. Winnipeg: Truth and Reconciliation Commission of Canada.

<http://nctr.ca/reports.php>

Canada. *Royal Commission on Aboriginal Peoples*. 1996. Ottawa.

<https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>

### Suggested viewing:

<http://aptn.ca>

### Suggested listening:

<http://www.cbc.ca/radio/unreserved>

## 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. 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. The content of this course may be challenging and controversial. Please create an environment that fosters a climate of mutual trust and encourages the free exchange of diverse ideas. If you need assistance participating in this course please contact the professor.

*“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](mailto:mfogarty@stfx.ca) or by telephone at 902-867-5306.

## **COURSE ASSIGNMENTS AND GRADE ACCUMULATION OPPORTUNITIES**

10% Student Forum on Global Issues – Indigenous Peoples COVID-19 and Social Justice – October 5, 2020

10% *The Reconciliation Manifesto* chapter summary and 5 minute presentation – as scheduled on Moodle list

30% Mid-term (in class) – October 26, 2020

20% Short Essay – November 9, 2020

30% Final Exam (take home) – December exam period

Periodically you will be asked to write short essays, one-minute papers, workshop questions, practice research methods in small, socially distanced groups and present findings, which will be assessed. 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.

## **STUDENT FORUM ON GLOBAL ISSUES 2020**

### **September 28 & October 5**

Students from various disciplines and programs (Development Studies, Health, Business, Anthropology, and Coady Institute) across campus and around the world will gather virtually on Collaborate on Moodle to discuss COVID-19 and its impacts on different communities economically, socially, politically, culturally and in terms of social justice. There are three virtual sessions on October 5, 2020 that you are invited to participate 11:15-12:30; 14:15-15:30 and during our class 17:15- 18:30. Attendance during our class is mandatory and I encourage you to attend the other sessions if you are available. Each session will be unique and will have an introduction, a short

presentation of the issues, and then students will be put into virtual break out rooms to discuss and make notes of your responses. This is a wonderful way to meet new students and learn different ways of interpreting a common subject.

There are two questions for you to discuss:

1. Is COVID-19 (and the associated measures in various places) an equal opportunity pandemic or is it exacerbating inequality?
2. Is there hope that measures implemented during the pandemic will improve the lives of the most vulnerable?

Each class will have its own preparation. Our class will prepare responses from the contexts of the impacts of COVID-19 on Indigenous persons in Canada and elsewhere in the world.

Your assignment is to search for an academic or reliable news media article, or a series of articles, on the impacts of COVID-19 on Indigenous peoples in Canada and around the world. Read and summarize the key issues in the article. Write up a summary include the following:

1. A description of the source(s) and why you selected it;
2. A brief contextualization of the topic – who, what, when, where (for example, is your article about: COVID-19 and Indigenous economies, or COVID-19 and Indigenous peoples' health, or COVID-19 and Indigenous food security, or COVID-19 and Indigenous women and children's wellbeing, or Indigenous healing practices and COVID-19).
3. A summary of the key issues, problems, concerns or solutions identified in your article(s).
4. A commentary answering the two forum discussion questions (see above)
5. A full bibliographic citation of the article(s) you selected.

Bring these to class on September 28 and prepare to work together to share key issues and concerns regarding the impacts of COVID-19 on Indigenous peoples' lives. Submit your summaries on Moodle.

Please register on the MS form to be assigned to your break out group. Group discussions will be posted to Moodle and OneDrive. Our class will participate and submit summaries of the discussions to the Student Forum on Global Issues collective page.

**CHAPTER SUMMARY AND 5 MINUTE PRESENTATIONS 10%**

**Assigned dates throughout the term**

Each person will be assigned a chapter from Arthur Manuel's *The Reconciliation Manifesto: Recovering the Land and Rebuilding the Economy*. Closely read your chapter and write a one page summary of the most important argument the chapter makes. Include definitions of key terms highlighted in your chapter. On your assigned day, share your summaries with the class in a short 5 minute presentation that highlights the key terms and the key arguments. Create a slide to share with your classmates. Submit your one page summary and slide on Moodle on the date that you present. As you listen to the presentations take note of the key terms and the key arguments of the other chapters. You will need this information for the final exam.

MID-TERM TEST 30%

**October 26, 2020**

This in-class test will cover all materials to date including lectures, readings, group activities, films, and presentations. The test format may include short answer, multiple choice and essay questions.

SHORT ESSAY 20%

**November 9, 2020**

In a 10-page essay discuss the following:

The term genocide has been used to describe what the Canadian government and churches did by setting up and implementing the residential school policy. Explain how and in what ways these actions constitute genocide. How have experiences from residential schools become intergenerational? Explain some of the continuing impacts of historical trauma. Evaluate the efficacy of the Truth and Reconciliation Commission and the 91 Calls to Action in addressing these harms. Is reconciliation possible between Indigenous peoples and settlers?

Include the findings from four academic articles from anthropology journals to support your arguments.

Titled, maximum 10 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 November 9, 2020.

Follow the StFX Anthropology Department Academic Essay Guide

[http://stfx.libguides.com/ld.php?content\\_id=3538355](http://stfx.libguides.com/ld.php?content_id=3538355)

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

Written and presentation assignments are to be **original works only**, please do not submit assignments from other classes or past years. 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](https://www2.mystfx.ca/registrars-office/sites/mystfx.ca/registrars-office/files/Academic%20Integrity-Mar_2015_0.pdf)

FINAL EXAM 30%

**December 5-15<sup>th</sup> TBA** (date available October 9)

The final exam questions will be posted on Moodle after our last class on November 30, 2020. The completed exam will be submitted to Moodle during the exam period for this course as scheduled by the university. The exam will cover all course materials including lectures, readings, group activities, films, exercises, theoretical applications and presentations.

### **COURSE CALENDAR: READINGS & TOPICS SCHEDULE**

It is important to acknowledge that we are living in uncertain and stressful times due to the COVID – 19 pandemic. I recognize that this can have an impact on students' academic experiences. I will try to communicate clearly the necessary deadlines and criteria for succeeding in this course. Deadlines for coursework are clearly identified in this syllabus. If something happens that you cannot meet a deadline, please reach out 24 hours before the due date and we will work to find a solution. I will do my best to avoid making any changes to the course syllabus, but this syllabus may be subject to change. Below are the required readings per week, please complete the assigned readings prior to class. Additional readings will be posted on Moodle. All assignments and the final exam will be submitted on Moodle. We are all in this together.

Please note this is a short term, we meet for only eleven nights, avoid missing class.

**September 14:** Land Acknowledgement, welcome and introduction to what this course is about. A general background on First Nations, Inuit and Métis key issues, terms and questions will be presented.

**Reading:** The Colonial Problem – Chapters 1. Introduction to Indigenous Peoples in Canada (p. 1-22).

**Question:** Consider the stereotypes and assumptions imposed on Indigenous peoples. What are they, and where have you witnessed these stereotypes?

**September 21:** Introduction to an Indigenous Perspective: Ideology and Teachings; Indigenous Governance and Methods of Addressing Crime; Colonialism, Treaties, Racism and the Indian Act

**Readings:** The Colonial Problem – Chapters 2-6. Historical and Contemporary Colonialism; Canadian Legal History: The Interpretation of Indigenous Treaties and Rights; Indigenous Peoples and the State: Legal Manipulation and Indian Legislation (p. 22-122)

**Question:** What are Indigenous teachings? What do they tell us? How and in what ways might these teachings be useful for both Indigenous and non-Indigenous peoples?

**Question:** What is colonialism? Identify how and in what ways colonialism is still ongoing. Provide and discuss examples.

**Question:** Consider the “Indian” specific laws and policies out in place in Canada. How might these regulatory and restrictive types of laws negatively affect Indigenous peoples?

**September 28:** Assimilation, Residential Schools and Intergenerational Trauma

**Readings:** The Colonial Problem Chapters 7 and 8. The Impact of Assimilation: Residential Schools and Intergenerational Trauma; Crime Affecting Indigenous Peoples: Over-Representation, Explanations, and Risk Factors (p. 123-174).

**Question:** What is the sixties scoop, and what are its impacts?

Preparation for the Global Issues Forum

<http://blog.wennergren.org/2020/06/the-future-of-anthropological-research-ethics-questions-and-methods-in-the-age-of-covid-19-part-i/>

Climate change and COVID- 19: reinforcing Indigenous food systems

[https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196\(20\)30173-X/fulltext?rss=yes&utm\\_campaign=update-lanplh&utm\\_medium=email&\\_hsmi=92899856&\\_hsenc=p2ANqtz-\\_IWMr5wd11v0jbN3WWmueIQHKb42dyCBf24N2pbi\\_jr2x\\_hRSvu6eFQqptsZWIEndBsE9ABDRc-VDIZJHwOfxSVzq4YQ&utm\\_content=92899856&utm\\_source=hs\\_email](https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(20)30173-X/fulltext?rss=yes&utm_campaign=update-lanplh&utm_medium=email&_hsmi=92899856&_hsenc=p2ANqtz-_IWMr5wd11v0jbN3WWmueIQHKb42dyCBf24N2pbi_jr2x_hRSvu6eFQqptsZWIEndBsE9ABDRc-VDIZJHwOfxSVzq4YQ&utm_content=92899856&utm_source=hs_email)

**October 5: Student Forum on Global Issues**

**ASSIGNMENT DUE 10%**

After the Student Forum on Global Issues we will continue with our lectures and discuss violence affecting Indigenous Women

**Reading:** The Colonial Problem: Chapter 9 (p. 175 – 200).

**Question:** Compare the traditions of Indigenous and Western societies related to the treatment and depiction of women. How are Indigenous women depicted by each cultural group?

**Question:** What contributes to violence affecting Indigenous women and what is being done about it?

**October 12: No classes**

**October 19:** Reconciliation Manifesto presentations parts 1 and 2.

**Reading:** The Colonial Problem Chapter 10 (p.201-233). The Real Criminals.

**Readings:** Arthur Manuel Chapters 1-7 (p. 48-82). Understanding colonialism and racism.

**Question:** If the true “spirit and intent” of all treaties were honoured and followed, how and in what ways would Canada be different today?

**Question:** What are some of the key court cases dealing with Aboriginal title, rights and treaty interpretation?

**October 26: MID-TERM TEST 30% (in class)**

**November 2:** Reconciliation Manifesto presentations parts 3 and 4.

**Readings:** Arthur Manuel Chapters 8-20 (p. 88-159). Understanding land claims, neocolonialism and grassroots resistance.

**Reading:** The Colonial Problem Chapter 11 (p. 234-257).

**Question:** What is the doctrine of discovery?

**Question:** What are the implications of *terra nullius* for Indigenous nations?

**Question:** How does the Canadian government’s desire for economic certainty impact Indigenous rights?

**November 9:**

**SHORT ESSAY 20%**

**Readings:** The Colonial Problem: Chapter 12 (p.258-286).

**Question:** Compare traditional Indigenous methods of addressing crime with Euro-Canadian methods, and discuss similarities and differences. On what ideologies and goals are these two methods based?

**November 16:** Reconciliation Manifesto presentations part 5. Self-determination and the possibilities of the United Nations Declaration on the Rights of Indigenous Peoples.

**Readings:** Arthur Manuel Chapters 21-27 (p.160-199).

**Reading:** UN General Assembly. 2007. *United Nations Declaration on the Rights of Indigenous Peoples*

[http://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf)

**Question:** What is Indigenous self-determination and what will it take to make it a reality?

**November 23:** Reconciliation Manifesto presentations parts 6 and 7. Resistance and resurgence. The problems of reconciliation without restitution of land.



**Readings:** Arthur Manuel Chapters 28-40 (p. 200-264).

**Question:** Discuss Indigenous resistance and resurgence strategies and consider the efficacy of protest for advancing Indigenous rights.

**November 30:** Reconciliation Manifesto presentations part 8 – Re-envisioning Canada.

Readings: Arthur Manuel Chapters 41-43 and Letters to Friends and Enemies and Afterward (p.265-296).

**December 5-15<sup>th</sup> TBA** (date available October 9)

FINAL EXAM 30%

The final exam questions will be posted on Moodle after our last class on November 30, 2020. The completed exam will be submitted to Moodle during the exam period for this course as scheduled by the university. The exam will cover all course materials including lectures, readings, group activities, films, exercises, theoretical applications and presentations.

#### IMPORTANT ADMINISTRATION DATES

September 22 – last day to change first-term or full-year courses & last day to receive full tuition refund (when applicable)

November 3 – last day for partial tuition refunds (when applicable)

November 4 – mid-term grades are submitted by Professors

November 13 – last day to drop first term courses – any changes must be made by students through Banner. Any changes after the deadline requires 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](https://stfxcal.mywconline.com)

Phone 902.867.5349

Email: [tramble@stfx.ca](mailto: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](mailto:mmckinno@stfx.ca)

Heather Blackburn, Sexual Violence Prevention and Response Advocate

- Location: 313D Bloomfield Centre
- Phone: (902-867-5601)
- Email: [hblackbu@stfx.ca](mailto: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*".

## COPYRIGHT & INTELLECTUAL PROPERTY

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