



Faculté des arts
Institut d'études canadiennes et autochtones

Faculty of Arts
Institute of Canadian and Aboriginal Studies

EAS1101A - INTRODUCTION TO ABORIGINAL SOCIETIES AND CULTURES FALL 2016

Professor: Dr. Daniel Rück

Email: drueck@uottawa.ca

Office Hours: Tues 10h-12h | Fri 13h-14h or by appointment.

Office Location: Desmarais Building, Office 9152

Class Location: MRT 205

Class times: Tues 8h30-9h50 | Fri 10h-11h20

TA: Kiera Kaia'ono:ron Brant, kierakbrant@gmail.com

TA Office: William Commanda Building, Office 209

TA Office Hours: Tuesday 10h-12h

COURSE DESCRIPTION

Official course description: Introduction to the global, cultural and religious diversity of Aboriginal Peoples and their geo-political situation. Aboriginal populations in Canada. Local Aboriginal Communities in Ontario and Quebec. (With participation of Elders and local communities)

Detailed course description: This course gives students the opportunity to expand and complicate their understanding of Indigenous peoples and colonialism through lectures, readings, guest speakers, films, small-group discussions, and a visit to the National Gallery of Canada. Students must complete assigned readings in preparation for each class and submit a number of written reading responses over the course of the semester. There is an in-class mid-term and a final exam held during the formal exam period. The course is designed in such a way that class attendance is extremely important. If you miss a class it is your responsibility to consult with fellow students about material covered.

OBJECTIVES

The course objectives are:

- that students emerge with a strong knowledge of the history and present of settler colonialism and Indigenous history
- that students emerge having reflected deeply on their own place in the history and future of Indigenous-Settler relations
- that students emerge with the ability to engage respectfully and helpfully with Indigenous communities and work toward positive change in their own communities

EMAIL COMMUNICATION

It is very important that you regularly check your university email account for course-related announcements. You may email me with simple questions, but *for anything requiring more than a one-sentence response, please visit me during office hours*. Please check the syllabus to see if it contains answers before emailing me with questions. I try to answer emails within 24 hours but do not usually respond on weekends. I am unlikely to respond if the answer to your question is in the syllabus, or if it requires a lengthy response.

ASSIGNMENT SUBMISSION

Written assignments must be submitted in paper format at the beginning of class on the date due. Late assignments will not be accepted.

LATE ASSIGNMENTS

No late assignments will be accepted except in extraordinary circumstances (example: serious illness). No extensions will be granted in advance. If your assignment is late and you believe you should not be penalized, please attach a note of explanation along with any supporting documentation you think appropriate.

DISPUTED GRADES

If you believe your grade for a particular assignment is incorrect you may resubmit the graded copy along with a written explanation for why you believe you should receive a different grade. The newly-assessed grade will replace the original. The new grade may be higher, lower, or unchanged.

EVALUATION

- 20% Reading Response Assignments (details below)
- 35% Mid-Term Exam: a mix of multiple choice, true/false, matching, and short answer questions
- 45% Final Exam: a mix of short answer and essay questions given during formal exam period

PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism is considered academic fraud, and will be sanctioned in accordance with related University of Ottawa regulations: <http://www.uottawa.ca/academic-regulations/academic-fraud.html>. In order to avoid academic fraud, please read the Student Guide on academic integrity: <http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

RESOURCES FOR STUDENTS

Mentoring Centre - <http://www.arts.uottawa.ca/eng/mentoring/>

The goal of the Mentoring Centre is to help students with their academic and social well-being. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>

The AWHC is committed to helping students develop writing strategies and skills that will enable them to identify and correct their mistakes and help them to become better writers. It offers individual writing appointments, in-class presentations and workshops, and online writing resources.

Counselling Service- <http://www.sass.uottawa.ca/personal/>

The Counselling Service offers personal counselling, career counselling and study skills counselling.

Access Service - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

COURSE BOOKS, READINGS, AND REQUIRED ACTIVITIES

The following books are required reading. They are available at Benjamin Books (122 Osgoode St), two doors east of King Edward Avenue. All other readings are provided on Blackboard or can be found in digital format.

- King, Thomas. *The Inconvenient Indian: A Curious Account of Native People in North America*. Toronto: Doubleday, 2012. (library ebook available; printed copy available on reserve at the Morisset Library)
- Vowel, Chelsea. *Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada*. Winnipeg: Highwater Press, 2016 (library ebook available).

*Please note that library ebooks often have severe limitations on the number of people who can read them at the same time so it may be difficult to gain access. Buying the two books is highly encouraged.

COURSE OUTLINE

1. **FRI SEPT 9 INTRODUCTION**
2. **TUE SEPT 13 INDIGENOUS PEOPLES AND COLONIALISM – PART 1 – GLOBAL COLONIALISM**

Required Reading

- Vowel – Intro, Chapters 1, 2, 6, 7
- King – Prologue

3. **FRI SEPT 16 INDIGENOUS PEOPLES AND COLONIALISM – PART 2 – MYTH-BUSTING**

Due Sept 16: Reading Response #1 (response to two chapters of your choice from Sept 13 to Sept 16)

Required Reading

- Vowel – Chapters 13, 14, 15, 16

4. **TUE SEPT 20 INDIGENOUS PEOPLES AND COLONIALISM – PART 3 – RACISM AND WHITE SUPREMACY**

Required Reading

- Vowel – Chapters 17, 18, 19
- King – Chapter 1

5. **FRI SEPT 23 GEOGRAPHIES OF INDIGENOUS PEOPLES IN THE GREAT LAKES-ST LAWRENCE BASIN AND NORTH AMERICA**

Due Sept 23: Reading Response #2 (response to two chapters from readings for Sept 20 to Sept 23, one from Vowel and one from King)

Required Reading

- Vowel – Chapters 3, 4, 5

6. **TUE SEPT 27 HISTORY OF INDIGENOUS PEOPLES AND COLONIALISM IN NORTH AMERICA – PART 1**

Required Reading

- King – Chapters 3, 4

7. FRI SEPT 30 HISTORY OF INDIGENOUS PEOPLES AND COLONIALISM IN NORTH AMERICA – PART 2 – TREATIES

Due Sept 30: Reading Response #3 (response to two chapters from readings for Sept 27 to Sept 30, one from Vowel and one from King)

Required Reading

- Vowel - Chapters 26, 27, 28

8. TUE OCT 4 HISTORY OF INDIGENOUS PEOPLES AND COLONIALISM IN NORTH AMERICA – PART 3 – THE INDIAN ACT

Required Reading

- Vowel – Chapter 8, 30
- King – Chapter 7

9. FRI OCT 7 GUEST SPEAKER: JESSE THISTLE, PHD CANDIDATE, YORK UNIVERSITY

Due Oct 7: Reading Response #4 (response to two chapters of your choice from reading for Oct 4-7, one from Vowel and one from King)

Required Reading

- King – Chapter 6

11. TUE OCT 11 RESIDENTIAL SCHOOLS AND SIXTIES SCOOP, THE TRUTH AND RECONCILIATION COMMISSION

Required Reading

- Vowel – Chapter 20, 21
- King – Chapter 5 – We Are Sorry

12. FRI OCT 14 GENOCIDES, SETTLER COLONIALISM, & INDIGENOUS PEOPLES

Due Oct 14: Reading Response #5 (response to two chapters/podcast of your choice from readings for Oct 11-14)

Required Reading/Listening

- Vowel – Chapter 22, 23
- Podcast: Colour Code – Episode 1: Race Card
http://www.theglobeandmail.com/news/national/colour-code-podcast-race-in-canada/article31494658/?cmpid=mktg16_colourcode

13. TUE OCT 18 MID-TERM

14. FRI OCT 21 FILM: REEL INJUN

Required Reading

- King – Chapter 2

OCT 24-30 READING WEEK – NO CLASS

**15. TUE NOV 1 STATE VIOLENCE, CONTINUING COLONIALISM, AND
INDIGENOUS RESURGENCE**

Required Reading

- Vowel – Chapters 24, 25, 29

**16. FRI NOV 4 GUEST SPEAKER: KAREN LAWFORD (PHD CANDIDATE,
UNIVERSITY OF OTTAWA)**

Due Nov 4: Reading Response #6 (response to two chapters/articles of your choice from readings for Oct 21-Nov 4)

Required Reading

- Jackman, Martha. "Constitutional Jurisdiction Over Health in Canada." *Health Law Journal* 8, (2000): 95-117 (available on blackboard)
- Lawford, Karen, and Audrey Giles. "Marginalization and Coercion: Canada's Evacuation Policy for Pregnant First Nations Women Who Live on Reserves in Rural and Remote Regions." *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health* 10, no. 3 (2012): 327-340 (available on blackboard)

17. TUE NOV 8 CULTURAL APPROPRIATION

Required Reading

- Vowel – Chapters 9, 10, 11

18. FRI NOV 11 TBA

19. TUE NOV 15 LAND CLAIMS AND RESOURCE RIGHTS

Required Reading/Listening

- King – Chapter 8
- Podcast: Stories from the Land - Hayden King
<http://www.indianandcowboy.com/episodes/2014/10/5/stories-from-the-land-hayden-king>

20. FRI NOV 18 GUEST SPEAKER: KIERA KAIA'TANO:RON BRANT (MED STUDENT, UNIVERSITY OF OTTAWA)

Due Nov 18: Reading Response #7 (response to two chapters/articles/podcast of your choice from readings for Nov 8-18)

Required Reading

- Vowel – Chapter 31
- Battiste, Marie. "Nourishing the Learning Spirit: Living Our Way to New Thinking." *Education Canada* 50, no. 1 (2010): 14-18 (available on blackboard)
- Dion, S. "Molded images: First Nations people, representation and the Ontario School Curriculum." In *Weaving Connections: Educating for Peace, Social and Environmental Justice*, edited by T. Goldstein and D. Shelby. Toronto: Sumac Press, 2000.

21. TUE NOV 22 GUEST SPEAKER: JAIME KOEBEL, NATIONAL GALLERY OF CANADA

Required Reading/Listening

- Podcast: Red Man Laughing – The Onaman Collective, Christi Belcourt, Isaac Murdoch <http://www.indianandcowboy.com/episodes/2015/9/7/red-man-laughing-s5-the-onaman-collective-interview>

22. FRI NOV 25 GALLERY VISIT – NATIONAL GALLERY OF CANADA

Required Reading/Listening

- Video: Restoring Nationhood – Leanne Betasamosake Simpson <https://www.youtube.com/watch?v=fH1QZQIUJIo>

23. TUE NOV 29 IDLE NO MORE AND INDIGENOUS ACTIVISM

Required Reading

- King – Chapter 9

24. FRI DEC 2 RECONCILIATION AND RESURGENCE

Due Dec 2: Reading Response #8 (response to two chapters/podcast/video of your choice from readings for Nov 22-Dec 2)

Required Reading

- Vowel – Chapter 12
- King – Chapter 10

25. TUE DEC 6 CONCLUSIONS AND REVIEW

READING RESPONSE ASSIGNMENTS (20%)

Students are expected to read all assigned texts (or listen, watch, as the case may be). Material from any of these may be included on the mid-term and final exams. Taking effective notes while you read/listen/watch will allow you to study for exams without having to re-visit everything. At the beginning of most Friday classes you will be expected to submit reading responses. You are expected to bring a printout of your reading response with you and submit it before the start of class. Reading Responses should be structured like the following example:

Bob Smith – Student Number 99999999
September 21, 1953
Reading Response Assignment #9

Vowel Chapter 1

Argument: A summary of author's argument (or main points) in your own words (50-100 words)

Personal Response: What do you think of this piece? Did you find it well argued? compelling? convincing? life-changing? If so, why? If not, why not? Your personal response can mention something that struck you, something you disagreed with, or a point that raised further questions in your mind. Your personal response should show that you have read and thought carefully about the piece. (200-300 words)

King Chapter 9

Argument: A summary of author's argument (or main points) in your own words (50-100 words)

Personal Response: What do you think of this piece? Did you find it well argued? compelling? convincing? life-changing? If so, why? If not, why not? Your personal response can mention something that struck you, something you disagreed with, or a point that raised further questions in your mind. Your personal response should show that you have read and thought carefully about the piece. (200-300 words)

Each entry should be written in full sentences, single spaced, and should include clear headings according to the above specifications. Please ensure that everything you submit includes your name and the date submitted. Students are required to bring their reading response to class for the day the readings are assigned, and must submit them before class begins. No late reading responses will be accepted (for exceptions, see "Late Assignments" section)

Grades will be assigned as follows:

- *Complete* (5) understood the text and engaged with the material
- *Somewhat complete* (2.5) appears to have read or skimmed the text but engagement with text is limited, or have engaged adequately with one reading but not with the other.
- *Incomplete* (0) response is either not submitted or does not show engagement with the readings