



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 2019

Professor: Dr. Daniel Rück (alternative spelling: Rueck)

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Office Hours: Wed 13h-15h or by appointment.

Office Location: Desmarais Building, Office 9152

Class Location: 591 Cumberland, Room 2

Class times: Tues 13h-14h20 | Thu 11h30-12h50

TAs: Keri-Lynn Cheechoo - [kchee096@uottawa.ca](mailto:kchee096@uottawa.ca)

Office Hours: Thursday 1-2pm

Brock Lewis - [blewi035@uottawa.ca](mailto:blewi035@uottawa.ca)

Office Hours: Tuesday 4-5pm

TA Office: William Commanda Hall 205

### 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 field trip. Students must complete assigned readings in preparation for each class and regularly submit written reading responses. 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 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 or TAs with simple questions, but for anything requiring more than a one-sentence response, please ask us during office hours or after class. Please check the syllabus to see if it contains answers before emailing. When you email, please tell me which class you are in. We try to answer emails within 24 hours but do not usually respond on weekends. We are unlikely to respond if the answer to your question is in the syllabus, or if it requires a lengthy response. If you need to speak with me or a TA in person but you cannot make the scheduled office hours, please email one of us to schedule an alternative time.

## ASSIGNMENT SUBMISSION

Written assignments must be uploaded to Brightspace as .docx files before 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 supporting documentation.

## 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. I will re-assess it, and the newly-assessed grade will replace the original. The new grade may be higher, lower, or unchanged.

## EVALUATION

- 20% Reading Response Assignments (details below)
- 20% Event Response
- 20% Mid-Term Quiz: a mix of multiple choice, true/false, and matching questions
- 40% 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.

## RESOURCES FOR INDIGENOUS STUDENTS

*Mashkawazìwogamig - Indigenous Resource Centre (IRC)*

<https://www.uottawa.ca/indigenous/about-us>

The IRC provides support and tools to meet the personal, professional, and academic needs of all First Nations, Métis, and Inuit students. Whether you are looking for a study space for midterms and exams, need access to a computer for your research paper, or are looking to meet other Indigenous students on campus, be sure to stop by the IRC throughout the academic year.

## POLICY ON CHILDREN IN CLASS

(based on a policy by Shiri Pasternak)

1. All exclusively breastfeeding babies are welcome in class as often as necessary
2. For older children, I understand that unforeseen disruptions in childcare could mean that parents are forced to miss class. Although this is not a long-term childcare solution, it is acceptable to bring your child to class occasionally in order to cover gaps in care.
3. I will rely on everyone to be flexible and help create a welcoming, respectful environment for children and parents.
4. If you have your child with you in class, please sit close to the door so as to minimize disruption if you need to step outside.
5. As a parent myself I understand how difficult it may be fulfill course requirements while taking care of children at home. While I maintain the same high expectations for all students, regardless of parenting status, I will be glad to problem-solve with you to help you achieve your goals.

## COURSE BOOKS, READINGS, AND REQUIRED ACTIVITIES

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

- Vowel, Chelsea. *Indigenous Writes: A Guide to First Nations, Métis & Inuit Issues in Canada*. Winnipeg: Highwater Press, 2016 (library ebook available).

Students may also be asked to pay a small amount for transportation and admission for the field trip.

## COURSE OUTLINE

<b>1. Thu Sept 5</b>	<b>Introduction</b>
<b>2. Tue Sept 10</b>	<b>Guest Speaker: Thomas R. Louttit</b> <ul style="list-style-type: none"> <li>• Listen: 2018 CBC Massey Lectures by Tanya Talaga. Listen to Lecture 2 "Big Brother's Hunger" (54 minutes)  <a href="https://www.cbc.ca/radio/ideas/the-2018-cbc-massey-lectures-all-our-relations-finding-the-path-forward-1.4763007">https://www.cbc.ca/radio/ideas/the-2018-cbc-massey-lectures-all-our-relations-finding-the-path-forward-1.4763007</a></li> </ul>
<b>3. Thu Sept 12</b>	<b>Indigenous Peoples and Colonialism – Global Perspectives</b> <ul style="list-style-type: none"> <li>• Read: Vowel – Intro, Chapters 1, 2, 6, 7</li> <li>• Due Today: Reading Responses #1 (responses to Talaga and one Vowel chapter of your choice from this week's readings)</li> </ul>
<b>4. Tue Sept 17</b>	<b>Indigenous Peoples and Colonialism – Myth Busting</b> <ul style="list-style-type: none"> <li>• Read: Vowel – Chapters 13, 14, 15, 16</li> </ul>
<b>5. Thu Sept 19</b>	<b>Indigenous Peoples and Colonialism – Racism</b> <ul style="list-style-type: none"> <li>• Read: Vowel – Chapters 17, 18, 19</li> <li>• Read: Daniel Heath Justice, "Settlers with Opinions"  <a href="https://theconversation.com/settlers-with-opinions-83338">https://theconversation.com/settlers-with-opinions-83338</a></li> <li>• Due Today: Reading Responses #2 (responses to two chapters/articles of your choice from this week's readings)</li> </ul>
<b>6. Tue Sept 24</b>	<b>Geographies of Indigenous Peoples in North America</b> <ul style="list-style-type: none"> <li>• Read: Vowel – Chapters 3, 4, 5</li> </ul>
<b>7. Thu Sept 26</b>	<b>History of Indigenous Peoples and Colonialism, Part 1</b> <ul style="list-style-type: none"> <li>• Read: Mann, Charles C. "1491." The Atlantic. March 2002.  <a href="http://www.theatlantic.com/magazine/archive/2002/03/1491/302445/">http://www.theatlantic.com/magazine/archive/2002/03/1491/302445/</a></li> <li>• Due Today: Reading Responses #3 (responses to two chapters/articles of your choice from this week's readings)</li> </ul>
<b>8. Tue Oct 1</b>	<b>History of Indigenous Peoples and Colonialism, Part 2</b> <ul style="list-style-type: none"> <li>• Read: Vowel - Chapters 27, 28</li> </ul>
<b>9. Thu Oct 3</b>	<b>History of Indigenous Peoples and Colonialism, Part 3</b> <ul style="list-style-type: none"> <li>• Read: Vowel – Chapter 8, 22, 23</li> <li>• Due Today: Reading Responses #4 (response to two chapters/podcast of your choice from this week's readings)</li> </ul>
<b>10. Tue Oct 8</b>	<b>History of Indigenous Peoples and Colonialism, Part 4</b> <ul style="list-style-type: none"> <li>• Read: Vowel – Chapter 20, 21</li> <li>• Listen: Podcast, Thunder Bay - Chapter 3 – Deathly Low Priority (39 min) <a href="http://www.canadalandshow.com/podcast/chapter-3-deathly-low-priority/">http://www.canadalandshow.com/podcast/chapter-3-deathly-low-priority/</a></li> </ul>
<b>11. Thu Oct 10</b>	<b>Film: Reel Injun</b> <ul style="list-style-type: none"> <li>• Due Today: Reading Responses #5 (response to the podcast and one chapter from Vowel from this week's readings)</li> </ul>
<b>Oct 13-19</b>	<b>Reading Week – No classes</b>
<b>12. Tue Oct 22</b>	<b>Mid-Term Exam</b>

13. Thu Oct 24	<b>Race, Indian Status, and Genocide</b> <ul style="list-style-type: none"> <li>• Read: Vowel – Chapter 30</li> <li>• Read: Calls for Justice, National Inquiry into Missing and Murdered Indigenous Women and Girls (available on Brightspace)</li> </ul>
14. Tue Oct 29	<b>State Violence and Indigenous Resistance</b> <ul style="list-style-type: none"> <li>• Read: Vowel – Chapters 24, 25, 29</li> </ul>
15. Thu Oct 31	<b>Indigenous Women, Reproductive Violences, and the State – Guest Speaker: Keri-Lynn Cheechoo</b> <ul style="list-style-type: none"> <li>• Listen: The Truth Sharing Podcasts, Episode 1, Norway House (35 min) <a href="http://www.sacredmmiwg.ca/276260/1208732-ep-1-norway-house?play=true">http://www.sacredmmiwg.ca/276260/1208732-ep-1-norway-house?play=true</a></li> <li>• Read: Leanne Betasamosake Simpson, “Not Murdered, Not Missing: Rebelling against Colonial Gender Violence” <a href="https://www.leannesimpson.ca/writings/not-murdered-not-missing-rebelling-against-colonial-gender-violence">https://www.leannesimpson.ca/writings/not-murdered-not-missing-rebelling-against-colonial-gender-violence</a></li> <li>• Due Today: Reading Responses #6 (responses to one podcast and one chapter/article of your choice from the readings from Oct 24-31)</li> </ul>
16. Tue Nov 5	<b>Drumming and Storytelling – Guest Speaker: Brock Lewis</b> <ul style="list-style-type: none"> <li>• Listen: Podcast, Summer Solstice: Powwow Season, CBC Radio Reclaimed (53 min) <a href="https://www.cbc.ca/player/play/1537117763857">https://www.cbc.ca/player/play/1537117763857</a></li> </ul>
17. Thu Nov 7	<b>Cultural Appropriation</b> <ul style="list-style-type: none"> <li>• Read: Vowel – Chapters 9, 10, 11</li> <li>• Due Today: Reading Responses #7 (responses to two readings/podcast of your choice from this week's readings)</li> </ul>
18. Tue Nov 12	<b>Museums and Indigenous Art – Guest Speaker Alex Kahsenni:io Nahwegahbow</b> <ul style="list-style-type: none"> <li>• Watch: The Return of the G'psgolox Pole, NFB, 2003 (70 min) <a href="https://www.nfb.ca/film/totem_the_return_of_the_gpsgolox_pole/">https://www.nfb.ca/film/totem_the_return_of_the_gpsgolox_pole/</a></li> </ul>
19. Thu Nov 14	<b>Reconciliation?</b> <ul style="list-style-type: none"> <li>• Listen: Podcast: Doug White: Re-imagining Reconciliation and the Future of Canada, CBC Radio, Ideas, Jan 31, 2019 (54 min) <a href="https://www.cbc.ca/radio/ideas/re-imagining-reconciliation-and-the-future-of-canada-1.5000450">https://www.cbc.ca/radio/ideas/re-imagining-reconciliation-and-the-future-of-canada-1.5000450</a></li> <li>• Due Today: Reading Responses #8 (responses to the video and podcast from this week)</li> </ul>
20. Tue Nov 19	<b>Indigenous Activism</b> <ul style="list-style-type: none"> <li>• Watch: Video: Restoring Nationhood – Leanne Betasamosake Simpson (68 min) <a href="https://www.youtube.com/watch?v=fH1QZQIUJIo">https://www.youtube.com/watch?v=fH1QZQIUJIo</a></li> </ul>

<p><b>21. Thu Nov 21</b></p>	<p><b>Gallery Visit – Ottawa Art Gallery</b></p> <ul style="list-style-type: none"> <li>• Listen: Podcast: Kent Monkman: Decolonizing Art History, CBC Radio, Ideas, Feb 12, 2019 (54 min).  <a href="https://www.cbc.ca/radio/ideas/kent-monkman-decolonizing-art-history-1.5015647?fbclid=IwAR0CGrdEyEk4kmSvMab-DSeqYXCVIB5qjmtuj1jI21y_Z96Hm2e4HM3fpbM">https://www.cbc.ca/radio/ideas/kent-monkman-decolonizing-art-history-1.5015647?fbclid=IwAR0CGrdEyEk4kmSvMab-DSeqYXCVIB5qjmtuj1jI21y_Z96Hm2e4HM3fpbM</a></li> <li>• Due Today: Reading Responses #9 (responses to the video and podcast from this week)</li> </ul>
<p><b>22. Tue Nov 26</b></p>	<p><b>Indigenous Languages and Language-Learning – Guest Speaker: Darren Sutherland</b></p> <ul style="list-style-type: none"> <li>• Listen: Language, Land and Laughter: The Power of Gwitch'in Storytelling – CBC Ideas (54 min)  <a href="https://www.cbc.ca/player/play/1554640963898">https://www.cbc.ca/player/play/1554640963898</a></li> </ul>
<p><b>23. Thu Nov 28</b></p>	<p><b>Decolonization and Indigenous Resurgence</b></p> <ul style="list-style-type: none"> <li>• Read: Vowel – Chapter 12, 31</li> <li>• Due Today: Reading Responses #10 (responses to the podcast and one Vowel chapter of your choice from this week's readings)</li> </ul>
<p><b>24. Tue Dec 3</b></p>	<p><b>Conclusions and Review</b></p> <ul style="list-style-type: none"> <li>• Due Today: Event Response Assignment</li> </ul>

## READING RESPONSE ASSIGNMENTS

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 exams. Taking effective notes while you read/listen/watch will allow you to study for exams without having to re-visit everything. Before the beginning of most Thursday classes you will be expected to submit reading responses on Brightspace as a .docx file. Reading Responses should be structured like the following example:

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**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? 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. Your personal response should show that you have read and thought carefully about the piece. (200-300 words)

### **CBC Ideas Podcast – Leanne Simpson**

*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? 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. Your personal response should show that you have read and thought carefully about the piece. (200-300 words)

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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 complete the reading response for the day the readings are assigned, and must submit them as a .docx file before class begins. No late reading responses will be accepted (for exceptions, see "Late Assignments" section)

Grades for reading responses 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 with only one reading
- *Incomplete* (0) response not submitted or does not engage with the readings

## EVENT RESPONSE ASSIGNMENT

Over the course of the semester, you are required to attend one event outside of class time that is closely related to Indigenous studies, and you will write an Event Response. The event may be:

- a university event featuring a speaker or speakers discussing issues closely related to Indigenous studies
- a powwow
- a musical event featuring Indigenous musicians
- an Indigenous theatrical or dance production (see, for example, the new Indigenous theatre program at the National Arts Centre)
- an art opening or vernissage featuring an Indigenous artist/artists
- an Indigenous ceremonial event such as a sweat lodge or moon ceremony, but only if it is appropriate for you to attend (for example if you are invited, or it has been made explicit that the event is appropriate for you to attend)

You must be physically present at a live event—it is not enough to watch a video of an event, or to watch a film. If exceptional circumstances prevent you from attending such an event, please speak to me about it and we will find a solution. Please bear in mind that you can choose between events that charge an entrance fee, and free events. Any cost is your responsibility.

Due date: This assignment must be submitted before the last class. Any assignment submitted after the start of the last class will be subject to late penalties.

Over the course of the semester we will share information about relevant events with each other at the beginning of class and also on Brightspace.

Grading Criteria: An excellent Event Response will be as follows:

- The event summary is such that a person who wasn't there can get a good idea of what it was like.
- The event response makes appropriate and interesting connections with texts/podcasts/videos from class, and applies relevant concepts. The response shows that you were present, paying attention, and critically engaged.
- Text is well written and edited. The assignment follows instructions, and the event itself is appropriate for the assignment.

Your Event Response should be structured like the following example:

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**Brenda Zahedi – Student Number 99999999**

**September 21, 2007**

**Event Response Assignment**

**Event Attended:** "Springtime in Ottawa" Sparticus Isaiah (dancer), I.J. Chang Building, Room 43, 3pm, January 11, 2019.

**Event Summary:** A description of the event including a summary of what was discussed or what occurred (150-200 words). You may mention how you felt but this should not be the focus.

**Event Response:** Critically engage with what you experienced at the event. This means going beyond your personal feelings, and applying what you are learning in this class to what you experienced. You should make a connection to at least two required readings/podcasts/videos in your analysis. (300-400 words)

You do not need to formally cite these or include a bibliography. You can instead directly refer to the authors and speakers in your text. You may, for example, refer to Vowel Chapter 3 or King or Leanne Simpson. If you refer to outside texts, you will need to provide a full citation in a footnote.