INDG 1000 Introduction to Indigenous Studies (Fall and Winter)

School of Canadian Studies

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Location and time: Room Fall – 517 SA Southam Hall; Winter – 517 SA Southam Hall
Thursday: 6 – 8 pm

June 24, 2013

This course is an introduction to the study of Indigenous Peoples’ culture, colonization, contributions and revitalization. The course traces the history of Aboriginal Peoples in Canada and links to international events that touch Indigenous Peoples’ issues around the world. The course explores why Indigenous Peoples’ struggle to keep their culture and way of life and why our understanding of Indigenous peoples is fraught with stereotypes and false images. Indigenous Peoples have made many contributions to humanity in the areas of agriculture, medicine, environment, politics, culture, etc. The course draws from disciplines such as Canadian studies, anthropology, history, art and Indigenous knowledge. Indigenous knowledge provides an insider’s perspective and understanding of issues faced by Aboriginal and Indigenous Peoples. Concepts such as decolonization and voice are used to examine how Aboriginal Peoples in Canada are shaping international events, such as the environment and the UN Declaration on the Rights of Indigenous Peoples. You will explore how Canada’s policies shape relations with Aboriginal Peoples and how they impact women’s rights, intellectual property rights and identity. The course utilizes guest speakers, group activities and videos to help develop the knowledge and skills to understand the affects of colonization and how Indigenous Peoples have become actors in their own decolonization and cultural revitalization.

Course objectives:
1. To understand the culture and history of Indigenous Peoples with emphasis on Aboriginal Peoples in Canada
2. To examine contributions by Indigenous Peoples knowledge in areas such as medicine, food and the environment
3. To debunk stereotypes and images of Indigenous Peoples as primitive and savage peoples
4. To review the history of colonization, resistance and revitalization
5. To explore how Indigenous Peoples are decolonizing through healing, elders, culture and community development

Late Policy: Overdue assignments will be docked 10%. Only medical certificates or extraordinary circumstances can cover requests for extension, the latest extension on term paper for fall is November 29, 2012 and for Winter is April 4, 2014.

Plagiarism
Plagiarism is defined as the passing off of anyone else’s work as one’s own, please refer to undergraduate calendar (2012-13) section 14, p.59.
Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own. Plagiarism includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet.

Examples of plagiarism include, but are not limited to:
• submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
• using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
• using another’s data or research findings;
• submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own;
• failing to acknowledge sources through the use of proper citations when using another’s

Academic Accommodation
You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:
Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website:
http://carleton.ca/equity/accommodation/student_guide.htm

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website:
http://carleton.ca/equity/accommodation/student_guide.htm

Students with disabilities requiring academic accommodations: in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the last official day to withdraw from classes in each term. For more details visit the PMC website:
http://www.carleton.ca/pmc/students/acad_accom.html
FALL TERM

Course grading:
Fall term: definitions 20%, essay proposal and bibliography 30%, essay 50%

Course text books and readings:

Fall

Winter

September 6, 2012: Indigenous Peoples definitions, Canada and international
- Lecture on Indigenous Peoples; definitions, history and decolonization
- UN Adopts the Declaration on the Rights of Indigenous Peoples - online

September 13, 2012: Issues: colonization, decolonization.
- Read Cannon, et al, Chapters 1, 2 and 3
- Case study, Timeline for History of Residential Schools – online:
  http://www.afn.ca/residentialschools/history.html

September 20, 2012: Invention of the primitive, images and stereotypes
- Read Cannon, et al, chapters 4, 5, and 6
- Read Weatherford chapters 2, 3, and 7
- In-class video: Reel Injuns, on the trail of the Hollywood Indian, 2009. Neil Diamond, NFB

September 27, 2012: Elders, teachings and Indigenous knowledge*
- Lecture on Indigenous knowledge, healing and wellness
- Use of First Nations, Inuit and Métis Traditional Knowledge and Cultural Safety in Health Research and Health Care Delivery
- Definitions due 20%

October 4, 2012: First Nations and Métis Families
• Read Cannon, et al, Chapters 11 and 13
• In-class video: Kanehsatake 270 Years of Resistance directed by Alanis Obomsawin

**October 11, 2012: Residential School and Indian Policy**
• Read Cannon, et al, Chapters 14 and 15

**October 18, 2012: Women’s rights**
• Read Cannon, et al, Chapter 9 and 12
• Case study: Matrimonial Real Property Rights
• Guest speaker: Matrimonial Real Property Rights

**October 25, 2012: Traditional foods**
• Read Weatherford Ch 9 and 11
• In-class video: Tuscarora Corn directed by Kate Brascoupé [http://vimeo.com/10119245](http://vimeo.com/10119245)
• Essay proposal and bibliography due 30%

**November 1, 2012: Inuit History***
• Read 5000 Years of Inuit History and Heritage - online: [https://www.itk.ca/publication/5000-years-inuit-history-and-heritage](https://www.itk.ca/publication/5000-years-inuit-history-and-heritage)

**November 8, 2012: Urban Aboriginal Peoples in Canada**
• Read Cannon, et al, Chapters 7, 22 and 24
• Guest speaker

**November 15, 2012: Decolonization; Aboriginal health and healing**
• Read Cannon, et al, Chapters 16, 17 and 18
• Guest speaker:

**November 22, 2012: Decolonization through education**
• Read Cannon, et al.: Chapters 19, 20 and 21
• Read Weatherford Ch 19

**November 29, 2012: Cultural revitalization and Decolonization**
• Read Cannon, et al.: Chapters 8, 10 and 23
Essay due 50%

WINTER TERM

Course grading:
Winter term: definitions 20%, essay proposal and bibliography 30%, final essay 50%

Course winter text book and readings:

January 10, 2013: Who are Indigenous Peoples?*
- Read Blaser, et al., Chapter 6
- Watch APTN on cable channel 70: http://www.aptn.ca/
- Recognizing Indigenous Peoples’ Human Rights, by Ellen L. Lutz

January 17, 2013 – Decolonization
- Read Blaser, et al., Chapters 1 and 2
- Read Weatherford Ch 16
- Colonization Decolonization Handout – Simon Brascoué
- For Indigenous Eyes Only: A Decolonization Handbook
  http://www.culturalsurvival.org/publications/cultural-survival-quarterly/united-states/indigenous-eyes-only-decolonization-handbook
- Guest speaker

January 24, 2013 – UN Declaration on the Rights of Indigenous Peoples
- Read Blaser, et al., Chapter 7
- UN Adopts the Declaration on the Rights of Indigenous Peoples
- Video: Chief Oren Lyons discusses sovereignty
  http://www.youtube.com/watch?v=SOw6S_immM4&feature=related

January 31, 2013 – Healing and Wellness Movement
• Read Blaser, et al., Chapter 9
• Mapping the Healing Journey: The final report of a First Nation Research Project on Healing in Canadian Aboriginal Communities APC 21 CA (2002)  
  http://www.visions.ab.ca/res/mappinghealingjourney.pdf
• Oh, Canada! By Mark Cherrington  
• Guest speaker
• Definitions due 20%

February 7, 2013 – Restorative Justice
• Read Cannon, et al, Chapters 26, 25 and 27
• Restorative Justice in Canada, the Canadian Resource Centre for Victims of Crime – online:  
  http://www.crcvc.ca/docs/restjust.pdf
• Justice as Healing: Indigenous Ways. Gloria Bletter. CSQ Issue: 30.2 (Summer 2006) Indigeneity in Africa, - online:  
• Video: Hollow Water, NFB

February 14, 2013 – Apologies in Canada, Australia and USA*
  http://web.uvic.ca/~clholder/pdfs/whos%20sorry%20now%20fulltext.pdf
• The Aboriginal Apology – online on YouTube:  
  http://www.youtube.com/watch?v=0nFQ09RZU1U
• Healing Hidden Wounds  
• Guest speaker

February 21, 2013 – Reading week, no class

February 28, 2013 – Indigenous knowledge and medicine*
• Read Weatherford Ch 4 &17
• Case study: Winter Green Tea
• Essay proposal and bibliography due 30%

• Watch NAB’s Indigenous Affairs Master Class - Terri Janke:  
  http://www.youtube.com/watch?v=fmRoEl7Mqos
• Guest speaker

March 14, 2013 – Contemporary treaties: James Bay Cree
• Read Blaser, et al., Chapter 3
• Building Bridges in the Struggle over Water http://www.culturalsurvival.org/news/march/2013/building-bridges-struggle-over-water
• Guest speaker:

March 21, 2013 – Interconnecting the Global and the Local
• Read Blaser, et al., Chapter 5
• Read Weatherford Ch 6
• Watch video The James Bay Project: http://www.youtube.com/watch?v=8nJ5NpHWqWs
• Guest speaker: Meaghan Weatherdon, Indigenous Peoples and nuclear fuel chain
• Read Blaser, et al., Chapter 8

March 28, 2013 – Preserving Indigenous culture and language
• Read Blaser, et al., Chapter 4 and 8
• Read Weatherford Ch 15
• Video: Mohawk Language Lesson, Maple syrup legend. http://www.youtube.com/watch?v=dy41JoXU3KQ&feature=related

April 4, 2013 - Cultural revitalization and decolonization
• Read Blaser, et al., Chapter 10 and afterword
• Case study: Decolonization Strategies – Language handout
• Final essay due 50%