Carleton University
Department of Sociology and Anthropology

ANTH 3600B Winter 2017
Studies in Anthropology and Indigenous Peoples



Instructor: Dr. Zoe Todd, Assistant Professor
E-mail: ZoeS.Todd@carleton.ca
Class location: CB 2202
Class time: Monday, 2:35 pm to 5:25 pm
Office location: Loeb C761
Office Ph. No: 613-520-2600 Ext. 4007 (I prefer that you use e-mail for most correspondence)
Office Hours: I am available to meet weekdays by appointment.
Virtual Office Hours: Mondays, 11 AM-12 PM on BigBlueButton on Culearn.

Precludes additional credit for **ANTH 3109**.
Prerequisites: **ANTH 1001 and ANTH 1002, or ANTH 1003 [1.0], or SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0], and third-year standing.**

Lecture three hours a week.

I. Calendar Description:

"ANTH 3600 [0.5 credit]

Studies in Anthropology and Indigenous Peoples

Problems in the interpretation and analysis of various forms of encounters between indigenous peoples and colonizing powers will be examined. Topics may include patterns and practices of contact, cultural syncretism, conquest, domination, relations of ruling, cultural hegemony, resistance and non---compliance.

Lecture three hours a week."

Course Description:

This course will provide an overview of historical and contemporary experiences of Indigenous peoples with colonial realities throughout the globe, and will examine the articulations of Indigenous self---determination in different parts of the world. We will examine case studies of Indigenous---State relations and how anthropological methods and theory can be used to understand and critically analyze these relationships. We will also consider critiques of anthropology offered by Indigenous peoples, scholars, thinkers and organizations. The course material draws upon a range of anthropological and Indigenous Studies sources, and the aim of the course is to encourage students to be able to, in writing and in oral presentation work:

a) identify historical and contemporary Indigenous---State relations and Indigenous issues in different parts of the world
b) identify decolonizing and/or collaborative research methods
c) analyze popular media and academic narratives of global Indigeneity
d) apply critical anthropological discourses to understanding issues faced by Indigenous Peoples different parts of the world

II. Course Policies

Communications:

If you have questions about class readings and assignments, you can reach me by email at ZoeS.Todd@carleton.ca, by arranging a meeting with me, or by contacting me during virtual office hours (which are noted above). I will try to answer all correspondence within 24 hours. I do not respond to emails after 7 PM and I DO NOT RESPOND TO E-MAIL ON THE WEEKENDS. For submission of assignments, please email me at ZoeS.Todd@carleton.ca to submit electronic copies of course materials to me (in addition to the hard copies you will submit in class). I will send out correspondence to the class (re: assignments, readings, course fieldtrip to the Carleton University Art Gallery) via email through CuLearn. I strongly recommend that students check their Carleton email regularly for course correspondence from me.

Class Conduct:

The materials covered in this course will engage a range of complex topics. It is important that these issues be addressed collectively within the class in a sensitive, respectful and accountable manner.

Assignment Submission:

Course assignments and final assignments (essay) shall be submitted to me in hard copy (CD, DVD, USB key for the multimedia podcast/video post group assignment; in paper for the final essay and reading reflections) in class on the date it is due, *AND* you must submit an electronic copy of all assignments by email to ZoeS.Todd@carleton.ca (if file is too large to upload to the email, then you may use CuLearn to email me a link to your assignment sent via a file transfer program such as WeTransfer.com or Dropbox). Please retain a hard copy of all assignments — if one of your assignments is not received by me because it is lost, misplaced or otherwise goes missing, you will be responsible for submitting a backup copy immediately upon request. Do not submit under my door. Quizzes will be returned in class, and assessments for group assignments will also be returned in class. There is a 5% penalty for each day that an assignment is late.

III. Texts:

Required Text:

Simpson, Audra. (2014). Mohawk Interruptus: Political Life Across the Borders of Settler States. Duke University Press. ISBN: 978-0-8223-5655-4

This book has been ordered at Octopus Books:
116 Third Avenue
Ottawa, Ontario, Canada
K1S 2K1
613-233-2589

------a copy of the required textbook has been placed on reserve at MacOdrum Library
--- other course readings (articles) will be made available electronically on ARES (MacOdrum library — accessible through CuLearn)

Recommended Text:

Wilson, Shawn. (2010). Research Is Ceremony: Indigenous Research Methods. Winnipeg: Fernwood
Publishing.

IV. ASSIGNMENTS

Reading reflection I:

- reflection on readings (750 words) **(15%)** (due **January 30**)
- students will be expected to write a short, colloquial reflection on readings completed January 09-January 30, inclusive. Assignment expectations will be further outlined in class.

Reading reflection II: reflection on readings completed between February 10 and March 23 (750 words) (**15%**) (**due February 27**)

- students will be expected to write a short, colloquial reflection on readings completed between February and classes. Assignment expectations will be further outlined in class

Research Ethics proposal: (25%) (2000-3000 words) (due March 13)

- ***UNDRIP, Indigenous legal orders and Anthropology: analysing and applying: a) the articles in the United Nations Declaration on Indigenous Peoples and b) principles of accountability outlined in Indigenous legal orders in developing accountable ethnographic research***
    - students will draft and submit a research proposal engaging an anthropological

research approach covered in class (which may include, but is not limited to: decolonial, participatory, collaborative, and/or Indigenous research approaches). The proposal must identify: a) a research topic (clearly stated research question), b) a location/community/nation with whom the student intends to work, c) Identify Canadian/University ethical and legal considerations that must be acknowledged in developing a project on this topic and in this setting, d) Identify relevant articles and principles of UNDRIP which apply to and/or guide the ethical/legal approach of the proposed research topic, e) outline specific research guidelines identified by Indigenous research organizations (NAHO, NWAC, ITK, MNC, and other non---federal government Indigenous organizations) and f) outlines ways in which the student will mitigate potential ethical and procedural concerns that may arise in honouring international and Indigenous nation---specific ethical/legal research guidelines and paradigms. The goal of the project is to ask students to consider the ethical paradigms that Indigenous legal orders may engage for anthropological work, and to consider the negotiation between euro---western 'ethics' and the frameworks of self---determination, sovereignty, reciprocity, consent and accountability that operate amongst myriad Indigenous legal orders and which are affirmed in International I.

PARTICIPATION (10%): in-class one paragraph reflections will be completed at the end of each class

Final Essay (due at the beginning of class on 03 April 2016):

- a final essay on a topic related to global Indigenous issues and engaged anthropology (3000---5000 words) will be completed (**30%**) (topics to be discussed in class and **each student shall confirm their final essay topic with the Instructor in writing by March 13 (5%)**)

V. Course calendar:

Class Schedule:

January 9 – Introduction to the course
Discussion of syllabus and expectations
Discussion of research proposal, reading reflection assignments and final essay

January 16- Indigenous peoples, sovereignty and anthropology
Readings to be done before class:

- *Mohawk Interruptus* Chapter 1. Indigenous Interruptions: Mohawk Nationhood, Citizenship, and the State, pp. 1---36
- **Barker, Joanne. (2006).** For Whom Sovereignty Matters. Pp. 1---32 in *Sovereignty Matters Locations of Contestation and Possibility in Indigenous Struggles for Self---Determination*, Edited by Joanne Barker. University of Nebraska Press.

January 23 – Land, Anthropology, Citizenship
Readings to be done before class:

- *Mohawk Interruptus* Chapter 2. A Brief History of Land, Meaning, and Membership in Iroquoia and Kahnawà:ka, Pp. 37---66
- **Watts, Vanessa. (2013).** Indigenous Place---Thought and Agency amongst Humans and Non---humans (First Woman and Sky Woman go on a European Tour!). *DIES: Decolonization,*

Indigeneity, Education and Society 2(1): 20–34
decolonization.org/index.php/des/article/download/19145/1623

January 30 – anthropological gaze/voice and constructing place
READING REFLECTION I DUE AT THE BEGINNING OF CLASS

- *Mohawk Interruptus* Chapter 3. Constructing Kahnawà:ka as an "Out-of-the-Way" Place: Ely S. Parker, Lewis Henry Morgan, and the Writing of the Iroquois Confederacy, Pp. 67-94
- **Povinelli, Elizabeth. (1995).** Do Rocks Listen? The Cultural Politics of Apprehending Australian Aboriginal Labor. *American Anthropologist* 97(3): 505-518.
- *Viewing of "Papua New Guinea: Anthropology on Trial" (Nova Television,) in class. http://catalogue.library.carleton.ca/record=b2409459*

February 6 – Refusing the Ethnographic Gaze/Anthropology refusing Indigenous critiques

- *Mohawk Interruptus* Chapter 4. Ethnographic Refusal: Anthropological Need pp. 95-114
- **Risling Baldy, Cutcha. (2015**). Coyote is Not a Metaphor: On decolonizing, (re)claiming and (re)naming "Coyote". *DIES: Decolonization, Indigeneity and Society* 4(1): http://decolonization.org/index.php/des/article/view/22155

February 13 – Borders

- *Mohawk Interruptus* Chapter 5. Borders, Cigarettes, and Sovereignty pp. 115-146
- **Hogue, Michel. (2015).** Chapter 1. Emergence: Creating a Métis Borderland. In: *Métis and the Medicine Line.* University of North Carolina Press.

Februrary 20 – SPRING BREAK NO CLASS

February 27- Indigenous research methodologies and anthropological research ethics
READING REFLECTION II ASSIGNMENT DUE AT THE BEGINNING OF CLASS

- **Wilson, Shawn. (2010).** Relational Accountability in *Research Is Ceremony: Indigenous Research Methods*. Winnipeg: Fernwood Publishing.
- **Smith, Linda Tuhiwai.** (1999). Twenty---five Indigenous Projects. Pp. 142---155 in *Decolonizing Methodologies: Research and Indigenous Peoples.* London: Zed Books.

March 6 – VIDEO LECTURE Indigenous legal orders and anthropological research
One paragraph reflection on the readings and video lecture due by 11:59 PM on March 6

- **Napoleon, Val. (2007).** Thinking About Indigenous Legal Orders. Research Paper for the National Centre for First Nations Governance. http://fngovernance.org/ncfng_research/val_napoleon.pdf
- **Borrows, John. (2010).** Chapter One: Daebaujimoot.. Pp. 8---27 in Drawing Out Law: A Spirit's Guide. Toronto: University of Toronto.

March 13 – The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and ethnographic research
******RESEARCH PROPOSALS DUE AT BEGINNING OF CLASS**

- **UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES (UNDRIP) [2007]**
- http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf
- **Corntassel, Jeffery**. (2012). Our Ways Will Continue On: Indigenous Approaches to Sustainability. Pp. 65---72 in *The Internationalization of Indigenous Rights: UNDRIP in the Canadian Context (Special Report).*

https://www.cigionline.org/sites/default/files/indigenous_rights_special_report_web_0.pdf

March 20 – Gender, Violence and the State

- *Mohawk Interruptus* Chapter 6. The Gender of the Flint: Mohawk Nationhood and Citizenship in the Face of Empire, Pp. 147---176
- **Holmes, Cindy, Hunt, Sarah and Amy Piedalue. (2015).** Violence, Colonialism and Space: Towards a Decolonizing Dialogue. *ACME: An International E---Journal for Critical Geographies* 14(2): 539---570. http://acme---journal.org/index.php/acme/article/viewFile/1102/992

March 27 – articulating self-determination in a global political and research arena

- **Kelbessa, Workineh. (2005).** The Rehabilitation of Indigenous Environmental Ethics in Africa. *Diogenes* 52: 17-34.
- **Mutume, Gumisai**. (2007). 'Indigenous' people fight for inclusion | Africa Renewal Online. Retrieved from http://www.un.org/africarenewal/magazine/april---2007/%E2%80%98indigenous%E2%80%99---people---fight---inclusion
- **Shrestha, Bal Gopal.** (2005). Ritual and Identity in the Diaspora: The Newars in Sikkim. *Bulletin of Tibetology* 41(1): 25---54. Accessible via: http://malaya.socanth.cam.ac.uk/collections/journals/bot/pdf/bot_2005_01_full.pdf

April 3 – Linguistic Sovereignty: language revitalization and ethnographic research
Final Assignments Due at beginning of class.

- **Davis, Jenny. (2015).** Language affiliation and ethnolinguistic identity in Chickasaw language revitalization. *Language and Communication* doi:10.1016/j.langcom.2015.04.005
- **Ferguson, Jenanne. (2015).** "Is It Bad That We Try to Speak Two Languages?" Language Ideologies and Choices among Urban Sakha Bilingual Families. *Sibirica* 14(1): 1---27. Doi: 10.3167/sib.2015.140101
- **Shulist, Sarah. (2015).** "Graduated authenticity": Multilingualism, revitalization, and identity in the Northwest Amazon. *Language and Communication* doi:10.1016/j.langcom.2015.04.001

VI. Evaluation:

For all assignments, citation and style guide is up to the student (ie: you may choose from APA, MLA, or Chicago) but pick one style and stick with it. Carleton Library has excellent resources on style guides here: https://www.library.carleton.ca/help/citing---your---sources

Grading rubric:

From the University Calendar:
https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

"2.3 Standing in Courses/Grading System
Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

A+12	B 8
A 11	B-7
A-10	C+ 6
B+ 9	C 5

C-4
D+ 3
D 2
D-1
F 0

Grade points indicated above are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.
The following percentage equivalents apply to all final grades at Carleton:

A+	90--100	C	63-66
A	85-89	C-	60-62
A-	80-84	D+	57-59
B+	77-79	D	53-56
B	73-76	D-	50-52
B-	70-72	F	0-49
C+	67-69		

Other grades and notations in current use by the university are as follows:

F Failure. The grade of F is assigned when the student has failed to meet the conditions of "satisfactory performance" defined in the Course Outline. F carries 0.0 gradepoints."

"*Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.*"

VII. Copyright Statement:

"Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s)."

VIII. Statement on Plagiarism

PLAGIARISM
"The University Senate defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This can include:

> "·· 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;
>
> ·· 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, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;

·· using another's data or research findings;

·· failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;

·· handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course."

IX. Requests for Academic Accommodations

"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 see the **Student Guide** (http://carleton.ca/equity/wp---content/uploads/Student---Guide---to---Academic---Accommodation.pdf)

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 see the **Student Guide** (http://carleton.ca/equity/wp---content/uploads/Student---Guide---to---Academic---Accommodation.pdf)

Academic Accommodations for Students with Disabilities
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable). *The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams is March 10, 2017.