

Department of Anthropology and Archaeology

Anthropology 210.01 Development of Indigenous Relations in Canada Fall 2018

Location: ENA 101

Instructor: Dr. Chris Holdsworth

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Office: ES 710B

Hours: W 10-11 am or by appointment

Time: TuTh. 11-12:15

TA: Sharon Bodiguel

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Office:

Hours:

PREREQUISITE: None

COURSE DESCRIPTION:

This course introduces students to the historical processes that have shaped Indigenous-settler relations in Canada from contact to the present. These relations are examined through a variety of lenses such as Indigenous, ethnohistorical, political, cultural, environmental, and legal. The course begins with a description of Indigenous peoples pre-contact, followed by an examination of colonialism, the Indian Act and Aboriginal policies, the numbered treaties, Indian Residential Schools and the Truth & Reconciliation Commission, the Sixties Scoop, comprehensive land claims, and the pursuit of self-government.

COURSE LEARNING OUTCOMES:

By the end of the course students will be expected to:

1. Describe the history and experiences of Canada's Indigenous peoples in relation to changing political, environmental, legal, and cultural circumstances.
2. Explain the major themes and events that have shaped the current relationship between Indigenous peoples and newcomers.
3. Describe the historical processes that have shaped Indigenous rights in Canada
4. Have improved oral and written communication skills by participating in class discussions and through written assignments.
5. Have improved critical reading and analytical skills by analysing both primary and secondary sources including sources available on the Internet, in digital or museum collections, in the University Library.
6. Analyze Indigenous issues from multiple perspectives, e.g. indigenous, governmental, media etc.
7. Evaluate how differences in power and agency have impacted the identities of Canada's indigenous peoples.

REQUIRED TEXTS

1. Miller, J.R. *Skyscrapers Hide the Heavens: A History of native-Newcomer Relations in Canada* (4th edn.), 2018. Toronto: University of Toronto Press.
2. Burnett, Kristin and Geoff Read, 2016. *Aboriginal History: A Reader*. Don Mills ON: Oxford University Press. ISBN: 978-0-19-9015337-0

Additional Readings

Links to additional readings in the Taylor Family Digital Library or located online through the library search databases will be made available on D2L.

COURSE FORMAT:

This course will follow an interactive lecture-discussion style format accompanied by the occasional film or video. Class discussions and lectures will not repeat or cover all the material in the texts but will elaborate on selected topics to provide a deeper understanding of the material. Assigned textbook readings may be augmented with suggested additional readings and handouts and periodic analysis of primary sources.

COURSE POLICIES

Desire to Learn (D2L): All course materials and information, as well as unofficial grades, will be posted on D2L.

Email Policy

In any email correspondence please begin with the course code (anth210) in the subject line along with the subject of your message. Most of the time, you can expect a reply to an email within 24 hours. Please do NOT expect an immediate reply. You should also know that I will only rarely reply to emails on the weekends. Also I will not reply to emails that are not signed at least with your first name.

Cell phone and Laptop/Tablet Policy

Cell phones must be turned off during the class except when in use for Top Hat (see below). Laptops and tablets should be used only for taking notes. Since the screens can be distracting to students sitting behind, if you wish to use your laptop or tablet please sit toward the back of the class.

TopHat

- Students are required to set up a Top Hat (TH) account. TH will be used to survey class opinion and assess comprehension and for other participation purposes. There is no grade component attached to Top Hat for the course. The university has a site license for the application and accounts can be set up at:
<https://app.tophat.com/register/student/>
- The TH URL for the course is:
- The password for the course is Indigenous (case sensitive)

ASSESSMENT

1. Midterm exam 1:

- 30% of final grade
- Date: October 2

2. Midterm exam 2:

- 30% of final grade
- Date: November 1

3. Final Exam:

- 40% of final grade
- Dec 10 - 20 (Registrar's Scheduled) exact date, time, and place TBA

Exams will be 50% multiple choice and 50% short answer. **Exams Are Not Cumulative.**

GRADING SYSTEM:

Each item of course work will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

A+	94.9–100	A	89.9–94.8%	A-	84.9–89.8 %
B+	79.9–84.8 %	B	74.9–79.8 %	B-	70.9–74.8 %
C+	66.9–70.8 %	C	62.9–66.8 %	C-	58.9–62.8 %
D+	54.9 %– 58.8%D		49.9–54.8 %	F	49.8 and below

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. Deferral of the final exam requires Registrar approval. Documentation supporting the reason for missing an exam may be required. Deferred exams may be in a different format than the regularly scheduled exam, e.g. essay style questions instead of multiple choice questions.

TENTATIVE SCHEDULE OF LECTURES AND READINGS

Please note that the list below is tentative. Some topics will require more attention than others, and we will take more time with them. Any changes will be announced in class and the table updated on D2L. (B&R = Burnett and Read)

Date	Topic	Readings
Thur Sept 6	Introduction and Perspectives	
Tues Sept 11	Identities and Stereotypes	B&R Intro, Indigenous Histories

Thur Sept 13	Pre-Contact and Aboriginal vs. Euro-Canadian Values	Miller Chapter one B&R Intro Section 1 B&R 1(i) Aboriginal History and Native Philosophy B&R 1(ii) Indigenous Pedagogy
Tue Sept 18	Early Contact, Fur Trade, French-Indigenous Relations War of 1812	Miller Chapter 2,3, 4, 7, and 8 B&R Intro Section 2 B&R 2(i) Imagining a Distant New World B&R Intro Section 4 B&R 4(iii) Louis Vincent Sawatanen B&R 4(iv) The Present State and Situation of the Indian Tribes in the Province of Quebec, B&R Intro Section 5 B&R 5(i) Wretched Fishers and Manly Men: B&R 5(ii) Report from Colville District B&R 5(iii) Innu Participation in the Saguenay-Lac-Saint-Jean Fur Trade B&R 5(iv) Annual Report for the Department of Indian Affairs for the Year Ended March 31, 1920
Thur Sept 20	Development of Métis identity	Miller Chapter 9 B&R Intro Section 6 B&R 6(i) Respecting Métis Nationhood and Self-Determination in Matters of Metis Identity B&R 6(ii) Métis Registration Guide B&R 6(iii) Only Pemmican Eaters? B&R 6(iv) The Insurrection in Manitoba
Tues Sept 25	Early Legislation	Miller Chapter 5 B&R Intro Section 3 B&R 3(i) Canada's Treaty-Making Tradition B&R 3(iii) Articles of Peace and Agreement
Thur Sept 27	First treaties Numbered treaties	Miller Chapter 9 B&R 3(ii) Excerpt from The Treaties of Canada B&R Intro Section 7 B&R 7(i) Dreaming in Liberal White B&R 7(ii) Civilizing Influences Treaty 7 (D2L)
Tues Oct 2	Midterm Exam 1	
Thur Oct 4	Confederation, The Indian Act, Bill C31	B&R Intro Section 8 B&R 8(i) Identity, Non-Status Indian

		B&R 8(ii) Indian Act, 1867 B&R 8(iii) Stuck at the Border of the Reserve B&R 12(v) Excerpt from the Indian Act, 1951
Tues Oct 9	Confederation, The Indian Act, Bill C31	
Thur Oct 11	Rebellion of 1885 and Metis scrip	Miller Chapter 9 &10
Tues Oct 16	Residential Schools	Miller Chapter 6 &11 B&R Intro Section 9 B&R 9(i) Always Remembering B&R 9(ii) Program of Studies for Indian Schools, 1897 B&R 9(iii) Reflections on the Indian Residential School Settlement Agreement B&R 9(iv) Excerpt from the Indian Residential Schools Settlement Agreement
Thur Oct 18	Residential Schools	
Tues Oct 23	60's scoop	B&R 7(iii). Indigenous Children and Provincial Child Welfare B&R 7(iv) A Legacy of Canadian Child Care
Thur Oct 25	60's scoop	
Tues Oct 30	Indigenous Activism, Caledonia, Oka	Miller Chapter 13
Thur Nov 1	Midterm Exam 2	
Tues Nov 6	Inidgenous Rights Landmark Cases	Miller Chapter 14 B&R 14(1)
Thur Nov 8	Specific Claims	Miller Chapter 15
Tues Nov 13	Term break	
Thur Nov 15	Term break	
Tues Nov 20	Comprehensive Claims (Modern day Treaties)	B&R Intro Section 14 B&R 14(i) A Tale of Two Visions for Canada B&R 14(iii) Ally or Colonizer? B&R 14(iv) Excerpt from Cree Regional Authority
Thur Nov 22	Comprehensive Claims (Modern day Treaties)	

Tues Nov 27	RCAP	
Thur Nov 29	Truth and Reconciliation	Miller Chapter 16
Tues Dec 4	Self Determination and Self-Government	
Thur Dec 6	Conclusion and review	Miller Chapter 17
Dec 10-20	Final Exam exact date, time, & location TBA	

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course, Pascale Sicotte.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and

other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

DEFERRED EXAMS/ASSIGNMENTS:

The format of a deferred examination/assignment will likely vary from the original format on the scheduled exam. .

IE: Essays or short answers rather than multiple choice.

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!** Website: <http://www.ucalgary.ca/usri/>

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

