

JUN 26 1995

GRANDE PRAIRIE REGIONAL COLLEGE .
DEPARTMENT OF ARTS, EDUCATION AND COMMERCE

ANTHROPOLOGY 2550 (63)

CONTEMPORARY CANADIAN NATIVE PEOPLES

Winter 1995
Time: Thursday, 1830-2120
Location: B202

Instructor: Laurie Nock
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Office Hours: Mondays 1000-1100 and Tuesdays 1100-1200 or by appointment. Drop-ins welcome.

COURSE DESCRIPTION

Aboriginal peoples all over the world have been encapsulated within modern nation-states, and the relationship is usually problematic--especially for the former. The imposition of national (and international) economic systems is accomplished through the appropriation of aboriginal resources (particularly land and labor). Political systems designed to impersonally govern millions of people and relations with other nations of the same scale are imposed on small communities. Social systems developed to sustain inequalities and to allow the interaction of strangers replace systems which assume everyone is related. Ideological systems that envision individual human control over the universe challenge those which stress that we are inextricably linked to all beings past, present, and future and are responsible for all of them and for each other. The control which the nation-state exerts over aboriginal peoples is, ultimately, military, but it is also expressed in its domination of the mass media and of educational systems. Of particular interest is the perspective that legal systems are created to further particular economic and political interests, and within particular cultural frameworks; however, they can also be utilized by those whose interests are opposed and whose culture is different.

Following an initial outline of the culture and society of aboriginal peoples in Canada prior to European occupation, we shall study their experience under Euro-Canadian domination. We shall examine the Treaties (legal documents by which aboriginal land was acquired) and consequent land claims suits, the Indian Act (designed to control and protect Indian reserve lands and residents), the continuous quest for economic resources, and the effects of Canadian educational, religious and legal institutions. Throughout, our attempt will be to make sense of the Native point of view, its logic and rationale; we shall be learning at least as much of the Euro-Canadian point of view and its logic and rationale.

REQUIREMENTS AND EVALUATION

A number of assignments based on course readings will be expected during this course. They must be handed in to the instructor in class (where applicable) on the day they are due. Tardiness will result in the loss of 3 out of 9 points. Excessive grammatical or spelling errors may have the same result. All marking uses the stanine system.

Assignment	%	Due Date
Ethnographies	20	Week 5
Treaties	10	Week 7
INDIAN ACT	10	Week 9
SUNDOGS	20	Week 11
DANCING WITH A GHOST	20	Week 13
POISON STRONGER THAN LOVE	20	Week 15 (one week after last class)
Oral presentation	20	At any point during the term, replacing other assignments worth 20%.

Grading System

Grade	Interpretation
9	
8	Excellent

7	
6	Good

5	
4	Pass

3	
2	
1	Fail

TEXTS

THE INDIAN ACT, 1989.

Maracle, Lee 1992 SUNDOGS. Theytus Books Ltd.

Morrison, R.B. and C.R. Wilson, eds. 1986 NATIVE PEOPLES: THE CANADIAN EXPERIENCE. McClelland and Stewart, 1986.

Shkiinyk, Anastasia M. 1985 A POISON STRONGER THAN LOVE: THE DESTRUCTION OF AN OJIBWA COMMUNITY. New Haven: Yale University Press.

Ross, Rupert 1992 DANCING WITH A GHOST: EXPLORING INDIAN REALITY. Reed Books Canada.

York, Geoffrey 1992 THE DISPOSSESSED: LIFE AND DEATH IN NATIVE CANADA. Little, Brown and Company (Canada).