

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION
ANTHROPOLOGY 2550, WINTER 2000
CONTEMPORARY CANADIAN NATIVE PEOPLES

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COURSE DESCRIPTION

Aboriginal peoples all over the world have been encapsulated within modern states, and the relationship is usually problematic, especially for the former. The imposition of state (and global) economic systems was accomplished through the appropriation of aboriginal resources (particularly land and labor). Political systems designed to impersonally govern millions of people and relations with other states of the same scale were imposed on small communities. Social systems developed to sustain inequalities and to allow the interaction of strangers replaced systems which assumed everyone is related. Ideological systems envisioning 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 the 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. Hence the success of recent land claims and inter-governmental agreements, and the increased tendency towards self-determination and self-government.

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

The assignments on Treaties and the Indian Act are compulsory. You may choose 2 of the other 20% assignments, or do more and calculate your course grade on the 2 best marks. Assignments must be handed in to the instructor by 3p.m. Friday on the week they are due. (Week 1 ends on the second Friday of classes.) All marking of these assignments uses the stanine system.

There will also be in-class assignments (quizzes, group discussions, etc.) timed at the instructor's discretion, which in total will compose twenty percent of the final course grade. Many opportunities to earn points will be provided, so there will be no make-ups for these. For this portion of the course, calculate your mark as a percentage of total marks obtainable.

70-100%	= 9	40-44%	= 4
61-69%	= 8	35-39%	= 3
55-60%	= 7	30-34%	= 2
50-54%	= 6	10-29%	= 1
45-49%	= 5	0-10%	= 0

TEXTS

THE INDIAN ACT, 1989.

Bussidor, Ila and Bilgen-Reinart, Ustun 1997, NIGHT SPIRITS: THE STORY OF THE RELOCATION OF THE SAYISI DENE. University of Manitoba Press.

Ponting, J. Rick, Ed. (1997) FIRST NATIONS IN CANADA: PERSPECTIVES ON OPPORTUNITY, EMPOWERMENT, AND SELF-DETERMINATION. Toronto: McGraw-Hill Ryerson.

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

Taylor, Drew Haydon, 1997? FUNNY, YOU DON'T LOOK LIKE ONE. Theytus Books.

SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS

Readings are in J. Rick Ponting, Ed. (1997) *FIRST NATIONS IN CANADA: PERSPECTIVES ON OPPORTUNITY, EMPOWERMENT, AND SELF-DETERMINATION*. Toronto; McGraw-Hill Ryerson.

WEEKS 1-2 Introduction; Stereotypes, Ethnographic and demographic overview,
4. The socio-demographic picture, J. Rick Ponting.

6. Disempowerment: "Justice", racism, and public opinion, J. Rick Ponting, pp. 163-192.

Film: Hands of History 1994 52 min. GPRC

All over: Stolo, Gitksan, Blood, Chippewa; 4 women artists.

WEEK 3 Treaties

2. HISTORICAL OVERVIEW AND BACKGROUND: PART I, Roger Gibbins.

Treaty 8 material: the elders' views. IN-CLASS B (See below).

Appendix A Treaty#7 with the Blackfoot, 1877.

ASSIGNMENT ON TREATIES DUE

WEEK 4 The quest for economic resources; Land claims

7. Exploitation of the oil and gas frontier; impact on Lubicon Lake Cree women,
Rosemary Brown.

16. The government of Nunavut (1999): a prospective analysis, Andre Legare.

Film: Blockade: who owns the land? 1998 24 min. GPRC

Plateau, Gitksan and Wetsuweten.

WEEKS 5-6 Indian Act; Economic and political underdevelopment

5. An overview of First Nations' empowerment and disempowerment, J. Rick Ponting.

Film: Place of the boss 1996 49 min. GPRC

Subarctic: Davis Inlet Innu. Excellent.

ASSIGNMENT ON INDIAN ACT DUE WEEK 5

WEEK 7 Schooling and Churching

9. Urban Indians: reflections on participation of First Nation individuals in the
institutions of the larger society, George Calliou.

13. Empowerment through First Nation control of education: a Sakaw Cree philosophy
of education, Dale Auger.

ASSIGNMENT ON DANCING WITH A GHOST DUE

WEEK 8 Legal systems: Canadian and traditional

6. Disempowerment: "Justice", racism, and public opinion, J. Rick Ponting, pp. 152-163.

Film: No turning back 1997 47 min. GPRC

Canada; Royal Commission on Aboriginal Peoples. Lots of testimony.

Unfortunately, don't name speakers. Excellent.

WEEKS 9-10 Social problems

10. First Nation cultures and communities, J. Rick Ponting

11. Stopping family violence: aboriginal communities enspirited, Madeleine Dion Stout with Catherine R. Bruyere

Film: Keepers of the fire

1994 55 min. GPRC

All over: Oka, Mohawk, Haida, Mikmaq (Tobique), urban Toronto; women activists.

WEEKS 11-12 Mobilization and resistance

12. Leadership in First Nation communities: a Chief's perspectives on the colonial millstone, Strater Crowfoot.

14. Self-determination, J. Rick Ponting.

18. Getting a handle on recommendations of the Royal Commission on Aboriginal Peoples.

ASSIGNMENT ON FUNNY, YOU DON'T LOOK LIKE ONE DUE WEEK 11

WEEK 13

ASSIGNMENT ON FILMS DUE

ASSIGNMENT ON TREATIES

Value: 20%

Due: Week 3

Read carefully Treaty 7 and Treaty 8 and the reports accompanying the latter. For each Treaty, answer the following questions.

1. When was it signed? What general area does it encompass?
2. Why does Her Majesty's government want a Treaty?
3. What are the Indians to give up?
4. What does Her Majesty offer in return?
5. What rights do Indians have on the lands they have ceded?
6. What rights do others have on reserved land?
7. What do the Indians promise for the future?
8. What does Her Majesty agree to give in future?
9. What is the structure of Indian government, as expressed in the Treaty?
10. How are the Indians to live in future, as expressed in the Treaty?

What are your comments about and reactions to the Treaties? How do they differ or are they similar?

ASSIGNMENT: INDIAN ACT

Value: 20%

Due: Week 5

You have received a copy of my synthesis of the pre-1985 Indian Act. Before you undertake this assignment, it is suggested that you read through your 1989 compilation. (It's not as long as it looks; half of it is French. On the other hand, the English half is none too easy!) Make and/or take notes on it as you go. Your assignment is to

1. Using my summary, describe the effects of this legislation on the lives of reserve residents. I would suggest that you make use of the categories I have devised.
2. Compare my summary to the newer compilation. Note sections and articles which have undergone major change or deletion, and attempt to explain the reasons for and meaning of these modifications. (Numbering is consistent in both versions.)

ASSIGNMENT: DANCING WITH A GHOST

Value: 20%

Due: Week 7

If you lived in the reality described by Rupert Ross, how would you have experienced Grade (X—your choice)? Take into account the factors of interference, attitudes to time, grading, competition, and curriculum. If you were able to design an educational experience for that grade consistent with this way of thinking, what would it be like?

ASSIGNMENT: NIGHT SPIRITS

Value: 20%

Due: Week 9

This is the approximate, but not precise, form this assignment will take.

Some of the principle causes of the destruction of the Grassy Narrows Ojibwa community were:

- alcohol
- relocation
- disruption of trapping
- discovery of pollution
- the imposition of Canadian government administration

Describe the effects of these factors on ideology (religion or spirituality, ideas of good and bad, right and wrong), social organization, political life and the economic system of the community. Which would appear to be the most significant source of change?

ASSIGNMENT: FUNNY, YOU DON'T LOOK LIKE ONE

Value: 20%

Due: Week 11

Analyze stereotypes, as described and used in Taylor's book. Categorize them, explain who holds them and to whom they refer, and describe their consequences.

ASSIGNMENT: FILMS

Value: 20%

Due: Week 13

The Library at GPRC holds many documentary films which are of relevance to contemporary Native issues. Review five films we have not seen in class, including at least the following information

- a) when the film was made
- b) who made it
- c) the topic and people it is about
- d) your understanding of the broader issues it portrays
- e) the success of the film in achieving its objectives.

VIDEOTAPES AN2550

This is a listing of films on contemporary Native issues available at GPRC. For the assignment on films, select among those not shown in class (not marked with an asterisk) and over 30 minutes in length. Other choices may be possible; consult with me.

LAURIE'S

11	Where the Spirit Lives (residential schools)	2
12	Cry from the Diary of a Metis Child _____	1/2
13	Native Film Festival _____	1
13	Lubicon _____	1
16	Douglas Cardinal _____	1/2
19	Haida Gwaii _____	1
26	BC natives—road blockades 1990 (Journal) —	3/4
27	Inuit—transferral to Resolute Bay (Journal)	
30	Self-government of BC Indians (Journal 1990)	3/4
31	Drums _____	2
31	Ovide Mercredi _____	1/3
33	Voices from the forest—B.C. _____	2
33	Voices from the forest—James Bay _____	2
44	Return to Eagle Rock - Roy Vickers _____	

GPRC

GPRC - HONOR OF ALL, ETC.

The forgotten warriors GPRC

FIRST NATIONS - THE CIRCLE UNBROKEN (1-4 not listed here)

5/1	Qatuwas - People gathering together	1998 24 min.	GPRC
	West Coast: 1993 canoes to Bella Bella from neighboring peoples; revitalization; significance of canoe		
5/2	O'Siem	1998 24 min.	GPRC
	West Coast: Gene Harry, spiritual leader		
5/3	Mi'kmaq Family: Migmaoei Otijosog	1998 24 min.	GPRC
	St. Anne's Day; childrearing; matrilineal		
5/4	The mind of a child	1998 54 min.	GPRC
	General: traditional education and child-rearing. Dropouts. Residential schools.		
6/1	Laxwesa Wa, Strength of the River: Fishing on the Fraser River.	1998 21 min.	GPRC
	West Coast. Stolo. Fishing rights.		
6/2	Laxwesa Wa, Strength of the River (?): Fishing on the Coast.	1998 24 min.	GPRC
	West Coast: Namgis, Heiltsuk roe fishing. History; women in canneries.		

6/3	*Blockade: who owns the land? Plateau. Gitksan and Wet'suwet'en.	1998	24 min.	GPRC
7/2	For Angela. Plains; Winnipeg; racism in the city.	1998	26 min.	GPRC
DAUGHTERS OF THE COUNTRY				
	The Wake. Subarctic Northern Alberta settlement; truck through ice.	1997	57 min.	GPRC
*No turning back	Canada; Royal Commission on Aboriginal Peoples. Lots of testimony Unfortunately, don't name speakers. Excellent.	1997	47 min.	GPRC
Laxwesa Wa: Strength of the River Namgus, Heilstuk, Stolo.		1995	54 min.	GPRC
Urban elder Plains. Assiniboine-Cree.		1997	28 min.	GPRC
*Hands of History All over. Stolo, Gitksan, Blood, Chippewa; 4 women artists.		1994	52 min.	GPRC
Broken Promises: The high Arctic relocation		1995	52 min.	GPRC
*Keepers of the fire All over: Oka, Mohawk, Haida, Mikmaq (Tobique), urban Toronto; women activists.		1994	55 min.	GPRC
Eye of the storm Subarctic: Innu in Nain, Labrador—Voisey's Bay; resource exploitation.		1997	44 min.	GPRC
*Place of the boss Subarctic: Davis Inlet Innu. Excellent.		1996	49 min.	GPRC
Riding the Great Whale Subarctic: James Bay Cree.		1995		GPRC