

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION
ANTHROPOLOGY 2550 3(3-0-0), WINTER 2002
CONTEMPORARY CANADIAN NATIVE PEOPLES

Instructor: Dr. Laurie Nock

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Office Hours: Tuesdays and Thursdays 1:30-2:30 p.m. Drop-ins welcome.

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Prerequisite: a 3-credit course in the Social Sciences.

Calendar description: Anthropological perspectives on some current situations of Native peoples in Canada.

REQUIRED TEXTS

THE INDIAN ACT, 1989. (Available on-line.)

Ponting, J. Rick, Ed. 1997. First Nations in Canada: perspectives on opportunity, empowerment, and self-determination. Toronto: McGraw-Hill Ryerson.

CHOOSE AMONG THE FOLLOWING (SEE ASSIGNMENTS)

Bussidor, Ila and Bilgen-Reinart, Ustun 1997. Night spirits: the story of the relocation of the Sayisi Dene. University of Manitoba Press.

Maracle, Lee. 1999. Sojourners and Sundogs. Vancouver: Press Gang Publishers.

Taylor, Drew Haydon, 1999. Further adventures of a blue-eyed Ojibway. Theytus Books.

Brody, Hugh. 2000. The other side of Eden. Vancouver: Douglas & McIntyre.

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. Choose two of the other 20% assignments, or choose one and construct a fourth assignment of your own, in close consultation with the instructor. 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.) One week after last class, (Week 14), you may submit one assignment of your choosing. 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. Ample opportunity to earn points will be provided, so there will be no make-ups for these. For this portion of this course only, calculate your mark as a percentage of total marks obtainable.

80-100%	= 9
72-79%	= 8
65-71%	= 7
60-64%	= 6
56-59%	= 5
50-55%	= 4
45-49%	= 3
26-44%	= 2
0-25%	= 1

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, pp. 29-31

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

2. Historical overview and background. Part I, Roger Gibbins, pp. 19-21, 31-33.

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

Appendix C: The Indian Act: Selected provisions and commentary

Film; Place of the boss 1996 49 min. GPRC

ASSIGNMENT ON INDIAN ACT DUE WEEK 5

WEEK 7 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.

ASSIGNMENT ON EDEN

WEEK 8 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.

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.

ASSIGNMENT ON NIGHT SPIRITS DUE WEEK 9

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 FILMS DUE WEEK 11

WEEK 13

ASSIGNMENT ON FURTHER ADVENTURES. . . OR SUNDOGS

WEEK 14

ONE MISSED ASSIGNMENT OF ANY SORT—IF NECESSARY!

WEEK 3 ASSIGNMENT: TREATIES

Value: 20%

PART I

Read carefully Treaty 8 and answer the following questions.

1.
 - a) When was it signed?
 - b) Which are the First Nations involved?
 - c) What specific geographical area does it encompass?
 - d) What larger geopolitical 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?
 - a) as an immediate reward for taking Treaty
 - b) as occasional gifts or assistance
 - c) ongoing and/or regular benefits
5. What rights do Indians have on the lands they have ceded outside of reserved land?
6. What rights do others have on reserved land?
7. What do the Indians promise for the future?
8. What is the structure of the Indian political system?
9. How are the Indians expected to live in future?

PART II

Read carefully the Reports of the Commissioners for Treaty 8. What concerns were expressed by Indians during Treaty negotiations? How did government representatives respond?

WEEK 5 ASSIGNMENT- INDIAN ACT

Value: 20%

1. Read through the 1989 compilation of the Indian Act, judiciously summarizing regulations regarding
 - a) the right to be registered as an Indian
 - b) the right to be registered as a band member
 - c) enfranchisement
 - d) alcohol use
 - e) the prerogatives and powers of band government and limitations to these
2. Study my synthesis of the Act as it stood up to 1985. Summarize the differences with the above on points a) through d).
3. What effect does the Indian Act have on Treaty provisions? Provide specific examples and an overall assessment.

WEEK 7 ASSIGNMENT: THE OTHER SIDE OF EDEN

Value: 20%

If you shared the hunter world view described by Hugh Brody, and were asked to develop an educational system, what would it look like? Assuming you would want students to acquire the same knowledge and skills we currently deem necessary, tell of teaching/learning strategies, the relationship between teachers and students, and methods for evaluating what students have learned. Why and how would this differ from the contemporary educational system?

Length: not more than ten pages, or 2500 words. Use references as appropriate.

WEEK 9 ASSIGNMENT: NIGHT SPIRITS

Value: 20%

Some of the principle causes of the disruption of the Sayisi Dene community were,

- alcohol
- relocation
- disruption of trapping and hunting
- unemployment
- 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?

Length: not more than ten pages, or 2500 words. Use references as appropriate.

WEEK 11 ASSIGNMENT: FILMS

Value: 20%

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, and by whom
- b) the topic and people it is about (community, culture and geographical region)
- c) your understanding of the broader issues it addresses

Films should be at least 30 minutes in length.

WEEK 13 ASSIGNMENT: THROUGH ABORIGINAL EYES

Value: 20%

Describe white people and dominant Canadian society as portrayed by

- a) Drew Hayden Taylor in Further adventures of a blue-eyed Ojibway
- OR
- b) Marianne and her family in Sundogs.

Length: not more than ten pages, or 2500 words. Use references as appropriate.

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 - HONOR OF ALL, ETC.

The forgotten warriors			GPRC
World War II veterans			
First Nation Blue	1996	48 min.	GPRC
Ontario: police and community			
Power: One river, two nations	1996	77 min.	GPRC
Cree vs. Great Whale hydroelectric project.			
My village in Nunavut	1999	47 min.	GPRC]
Puvirnituq, the village of Bobby Kenuajuaq, producer.			
Food from the land, good times, health, community.			
Journey to Nunavut: Amarok's song	1999	75 min.	GPRC
Myths, history, the present, elders' stories, middle aged, youth.			
Life in the settlements, Vol. 7. Between two worlds	1990	58 min.	GPRC
Joseph Idlout, from hunter to suicide.			

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
	Ste. Anne's Day; childrearing; matrilineal			
5/4	The mind of a child	1998	24 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?	1998	24 min.	GPRC
	Plateau. Gitksan and Wetsuweten.			
7/2	For Angela.	1998	26 min.	GPRC
	Plains; Winnipeg.			
DAUGHTERS OF THE COUNTRY				
	The Wake.	1997	57 min.	GPRC
	Subarctic. Northern Alberta settlement; truck through ice.			
	No turning back	1997	47 min.	GPRC
	Canada; Royal Commission on Aboriginal Peoples. Lots of testimony. Unfortunately, don't name speakers. Excellent.			
	Laxwesa Wa: Strength of the River	1995	54 min.	GPRC
	West coast: Namgus, Heiltsuk, Stolo.			
	Urban elder	1997	28 min.	GPRC
	Plains. Assiniboine-Cree.			
	Hands of History	1994	52 min.	GPRC
	All over: Stolo, Gitksan, Blood, Chippewa; 4 women artists.			
	Broken Promises: The high Arctic relocation	1995	52 min.	GPRC
	Keepers of the fire	1994	55 min.	GPRC
	All over: Oka, Mohawk, Haida, Mikmaq (Tobique), urban Toronto; women activists.			
	Eye of the storm	1997	44 min.	GPRC
	Subarctic: Innu in Nain, Labrador--Voisey's Bay; resource exploitation.			
	Place of the boss	1996	49 min.	GPRC
	Subarctic: Davis Inlet Innu. Excellent.			
	Riding the Great Whale	1995		GPRC
	Subarctic: James Bay Cree.			
LIFE ON THE LAND				
	Vol 1. People of the seal, part 1, Eskimo summer			
		1971	52 min.	GPRC
	Vol. 4, The Eskimo fight for life	1970	51 min.	GPRC

WEEK 9

Mon. 12 March

Keepers of the fire 1994 55 min. GPRC
All over: Oko, Mohawk, Haida, Mikmaq (Tobique), urban Toronto, women
activists.

Fri. 16 March

5/3 Mikmaq Family: Migmaoel Otijosog 1998 24 min. GPRC
Ste. Anne's Day; childrearing; matrilineal

WEEK 10

Mon. 19 March

7/2 For Angela. 1998 26 min. GPRC
Plains; Winnipeg.

Fri. 23 March

6/1 Laxwesa Wa, Strength of the River: Fishing on the Fraser River.
1998 21 min. GPRC
West Coast. Stolo. Fishing rights.

WEEK 11

Mon. 26 March

Film: Blockade: who owns the land? 1998 24 min. GPRC
Plateau. Gitksan and Wetsumeten.

Fri. 30 March

Honor of all

WEEK 12

Mon. April 2

44 Return to Eagle Rock - Roy Vickers -----

Fri. April 6

My village in Nunavik 1999 47 min. GPRC
Puvimituq, the village of Bobby Kenuajuak, producer.
Food from the land, good times, health, community.

WEEK 13

Mon. April 9

Urban elder 1997 28 min. GPRC
Plains. Assiniboine-Cree.