



FNS/ANTHRO 2217G
FIRST NATIONS TRADITIONAL CULTURES OF CANADA
Winter 2018
Lectures: Fridays, 11:30 – 2:30 PM
Location: SH 3317

Instructor: Natahnee Winder
Email: nwinder@uwo.ca
Office: SSC 3212
Office Hours: Wednesdays, 10 AM – 12 PM and by appointment

COURSE SYLLABUS

** This syllabus is a living document and subject to change.*

Course Description

This course is designed to introduce students to Indigenous perspectives of their cultures by removing the colonial trap of seeing Indigenous cultures as “different” and “under glass”. The course will focus upon original teachings and examine the contributions of Indigenous cultures to the world community. During the course students will examine how cultural change impacts lifestyle, race relations, class systems and the role of gender within society. The historical impact will be touched on in relation to impact on the cultural growth and change. The format of the course includes lectures, films, speakers and interactive activities that encourage discussion.

3 hours, 0.5 course

Course Learning Objectives and Goals:

- The student will have the opportunity to dialogue within Indigenous thought.
- The student will learn Indigenous Ways of Knowing.
- The student will learn how to interact with Indigenous cultures
- The student will have the opportunity to understand colonialism from an Indigenous perspective.

Course Prerequisite(s):

Any first year Arts or Social Science 1.0 or 0.5 Essay course

Anti-requisite(s):

Anthropology/First Nations Studies 2217F/G

Course Materials:

Readings/Textbooks

1. Archibald, Jo-ann. *Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit*. UBC Press, Vancouver, BC, 2008; 2014. ISBN: 978-0-7748-1402-7
2. Cornelius, Carol. Iroquois Corn In a Culture-Based Curriculum A Framework for Respectfully Teaching about Cultures. State University of New York, 1999.
3. Any additional readings will be provided

Course Format

Participation and Respect

Community (noun): a group of people living together in one place, esp. one practicing common ownership

We are a learning community—our classroom a common space where we work together around a common goal. Like any community, the choices individual community members make affect the whole group—every single one of us makes choices that can help or harm our community or ourselves. In our community, we practice common ownership of knowledge with a goal of learning the foundational skills we need to succeed in this course. Negative or destructive attitudes/behaviors will make it harder for our community to flourish. For this reason, behaviors that are in any way destructive or disrespectful will not be tolerated.

Participation is vital for our community. Every person here has something creative and thoughtful to teach us, so each person is expected to participate both as a listener and as a speaker. Every person's ideas/input is important to the outcome of individual and group assignments and projects. We must listen to each other and foster a safe place for your fellow students, our community. We have to be respectful, and create an atmosphere in the classroom where we can all feel comfortable enough to make mistakes. We must also be able to express our opinions even if what we have to say is not popular, or easily received. True learning can only take place in an atmosphere that is safe enough to examine any ideas that arise. We each share in the responsibility to keep this classroom safe.

Participation will be part of your grade and will be earned through attendance, completion of readings, discussion, and participation in class activities. Everyone is expected to be on time, and respectful to each other.

Although, attendance is extremely important since our class is based on classroom activities such as group discussions. And most importantly, the course is a study of oral traditions therefore encourages participants to be involved in discussions and presentations.

Methods of Evaluation

Your attendance and participation is critical to your success in this course. Assignments will be considered late if the student is absent on the due date without making prior arrangements; late

assignments will **lose 5 points per day**. The grading breakdown follows (more detailed descriptions of assignments to be distributed in class and via OWL):

Value	Assignment	Due Date
10%	Participation	Weekly
15%	Critical Reflection #1: Broken Chain Video	February 2 nd
15%	Critical Reflection #2: Indigenous cultures and the media	March 2 nd
15%	In-class exam (30 minutes)	March 16 th
25%	Group Research Paper	March 30 th
20%	Group Research Presentation	April 6 th

All assignments will have descriptions provided to the students no less than three weeks prior to the due date. These descriptions will be posted on OWL for students' access. Students are encouraged to direct questions regarding the assignments to the instructor in a timely fashion. Students are encouraged to bring questions to office hours. Questions must be sent electronically via OWL will be answered within 2 working days of message receipt (i.e., an emailed question received Friday at 6PM will receive an answer by Weds. at 9PM).

Tentative Class Schedule

Readings list are to be completed before class and will be discussed on the date listed. Read ahead and be prepared for class. The reading schedule is a plan. Come prepared to discuss the required lecture readings for the class.

DATE	LECTURE TOPIC	READINGS (to be read before lecture)
Week 1		
Jan. 12	Introduction – Everything begins and ends with creation & explanation of write-up assignment In-class video, “The Story We Tell”	McGregor, “All Our Relations: Aboriginal Perspectives on Environmental Issues in Canada” pp. 21-49. Brownlie, “First Nations Perspectives and Historical Thinking in Canada,” pp. 21-50
Week 2		
Jan. 19	Indigenous Relationships &	Dunbar-Ortiz & Gilio-Whitaker, “Myth 1: All the Real Indians Died Off,” and “Myth 2: Indians

	<p>Myth Busting</p> <p>In-class Video: Broken Chain</p> <p>Due: Who are you?</p>	<p>Were the First Immigrants to the Western Hemisphere,” pp. 7-22</p> <p>Vowel – Chapter 13, 15</p>
Week 3		
Jan. 26	<p>Indigenous Philosophy & Values</p> <p>Guest Speaker: Ray Deleary</p>	<p>Indigenous Storywork Chap. 1, pp. 1-33.</p> <p>Mohawk, “The Creator’s Way” and “All Children of Mother Earth,” pp. 3-13.</p>
Week 4		
Feb. 2	<p>What Indigenous cultures is not, this is an examination of how majority society has created an imaginary image that continues to create barriers to what is real.</p> <p>“Reel Injuns”</p> <p>Due: Critical Reflection #1</p>	<p>Iroquois Corn, Chap. 1 & 3</p> <p>Recommended: Iroquois Corn, Chap. 2</p>
Week 5		
Feb. 9	<p>Food, tools, inventions, medicines, architecture in Indigenous cultures</p> <p>Guest Speaker: Gloria Thomas</p>	<p>Indigenous Storywork, Chap. 2 & 3</p> <p>Iroquois Corn, Chap. 4</p>
Week 6		
Feb. 16	<p>How does the concept of power play into Aboriginal cultures? Discussing Canada 150 and Storytelling as truth-telling</p>	<p>Corntassel, Jeff, Chaw-win-is, and T’lakwadzi. "Indigenous Storytelling, Truth-Telling, and Community Approaches to Reconciliation." <i>ESC: English Studies in Canada</i>, vol. 35, no. 1, 2009, pp. 137-159.</p> <p>Belcourt, “Canada, I can cite you for 150,” in Ladner, Kiera L., and Myra J. Tait. <i>Surviving Canada: Indigenous Peoples Celebrate 150 Years of Betrayal</i>. ARP Books, Winnipeg, Manitoba, 2017.</p> <p>Recommended:</p> <p>MacDonald, “Forgetting to Celebrate: Genocide</p>

		<p>and Social Amnesia as Foundational to the Canadian Settler State,” in Ladner, Kiera L., and Myra J. Tait. <i>Surviving Canada: Indigenous Peoples Celebrate 150 Years of Betrayal</i>. ARP Books, Winnipeg, Manitoba, 2017</p> <p>Sainte-Marie, “My Country ‘tis of Thy People You’re Dying,” in Ladner, Kiera L., and Myra J. Tait. <i>Surviving Canada: Indigenous Peoples Celebrate 150 Years of Betrayal</i>. ARP Books, Winnipeg, Manitoba, 2017</p> <p>http://www.cbc.ca/news/entertainment/indigenous-artists-canada-150-1.3968556</p> <p>Vowel, Chap. 9</p>
Week 7		
Feb. 19 – 23	Reading Week	No classes
Week 8		
Mar. 2	<p>Haudenosaunee perspective on the holistic model: culture, and survival</p> <p>“These are My People”</p>	Iroquois Corn, Chap. 5, 6
Week 9		
Mar. 9	<p>Words of Elders</p> <p>“More than Bows and Arrows”</p>	<p>Castellano, “Elders’ Teachings in the Twenty-First Century,” pp. 80-98</p> <p>Storywork, Chap. 4</p> <p>Hansen, John G., and Rose Antsanen. "Elders' Teachings about Resilience and its Implications for Education in Dene and Cree Communities." <i>International Indigenous Policy Journal</i>, vol. 7, no. 1, 2016</p>
Week 10		
Mar. 16	<p>What has been the experience of Anishnawbe - Ojibway culture</p> <p>“The Four Directions and the Waganakising Odawa”</p>	<p>Storywork, Chap. 5-6</p> <p>Mosher, “We have to go back to the original teaching,” pp. 141-166</p> <p>McGregor, Deborah. "Anishnaabe-Kwe, Traditional Knowledge, and Water</p>

	In-class exam (30 minutes)	Protection." <i>Canadian Woman Studies</i> , vol. 26, no. 3, 2008, pp. 26-30,
Week 11		
Mar. 23	In-class film, "Qimmit"	TBA
Week 12		
Mar. 30	No class	Good Friday
Week 13		
Apr. 6	Class Presentations	No readings

Assignment Descriptions

****Make sure to put your name, student number, the title of your assignment, the date, name of the instructor and teaching assistants, page numbers, and any other pertinent information requested by the instructor on all submitted assignments. Marks may be taken off of assignments that do not include this necessary information.*

Lecture:

Students are expected to attend all lectures. The first 15 minutes of the class will include bi-weekly quizzes, any notices, announcements and discussion of current events. Students are encouraged to bring up any current events or pertinent news stories involving Indigenous peoples in Canada. Summaries of the lectures will be posted on OWL along with an "overview" of the PowerPoint presentation, but not the actual PowerPoint given in class. Students with special accommodations are asked to contact the professor to get copies of the full-length PowerPoint presentations. The last 15 minutes will be discussion and question period.

OWL:

Special announcements, lecture summaries, the course syllabus, handouts, links to important websites, and other important information will be posted on OWL. Please check OWL frequently to keep up to date.

Participation

10%

It is vital that everyone read **all the required readings** each week, come to class prepared, and ready to actively to participate by addressing the comments/questions of your peers. Remember we are a community and it is expected that as a community we will agree and disagree but we will come together through discussions. This is a positive aspect of our discussions. Attendance will be taken in class by the instructor for grading at the beginning or end of class. The grade is based on students' abilities to participate in group discussions and class engagement. Students will simultaneously submit the

following at the end of each class: 1) what did you learn, and 2) what questions do you have. Marks will be deducted for lack of questions submission.

The grading rubric for participation is as follows (3 points maximum). Questions should be discussion questions and go beyond a simple yes/no:

- Submitting 1 question or questions that lack substance or is missing required components (1.0 pts. Equivalent).
- Submitting 2 questions that meet expectations for substance (1.5 pts. Equivalent).
- Submitting 2 questions that are strongly engaged, high-quality discussion (2.0 pts. Equivalent).
 - 1 question must be a multiple choice exam question with answers based on the readings/lecture. This will be used for the 30 minutes in-class exam.
- Attendance in lecture (1.0 pts. Equivalent).
- Submitting a statement about you learned from lecture/readings (2 pts. Equivalent).
- Additional 2 points may be taken off for late submissions.

Assignment due: January 19th – *Who are you write-up and assessment to be submitted in-class paper and electronically by 10 AM*

- Who are you? 250 words typed and double-spaced assignment that informs the reader who you are: your background, what is important to you, what do you think the instructor and teaching assistants should know about you?

Critical Reflection #1: Broken Chain Video

15%

Students will submit a 500 words critical reflection (double-spaced) on “The Broken Chain.” Critical reflection is meant to illuminate what you found interesting, confusing, and/or problematic with the film and how it represents Indigenous culture. Feel free to expand upon a topic and relate it to other course readings and/or current news that you come across. This assignment is designed to develop students’ analytical and writing skills in order to make informed decisions through critical examination. This critical reflection must contain a brief summary of the film and an in-depth analysis of the reading or film. The summary should include the major argument, concepts, and/or themes. The analysis must include the strengths and weaknesses of the film. No bibliography or title page is using course material; however, all material referenced from the reading or film should be cited using APA or MLA format. Each reflection will receive a mark for the quality of the summary, analysis, and critical examination.

Below is a template for a useful way to take notes and reflect on course readings. Please do not turn in your responses in this format. Your submitted responses should be written as complete paragraphs.

- Text Author/Title: Main Argument (i.e. Thesis):
- Successfully argued? Why/Why Not?
- What did this reading make you think about? Why?
- What questions do you have after reading this piece?

The grading rubric for reading responses is as follows (15 points maximum):

- The piece lacks substance or is missing required components (6 pts. Equivalent).
- The piece meets expectations for length and substance (8-10 pts. Equivalent).
- The piece is a strongly engaged, high-quality response (10-15 pts. Equivalent).
- Spelling and grammatical errors: An additional 2 points may be taken off for poor spelling and grammar.

Submit in-class paper and electronically throughout the term (see schedule for due dates)

Critical Reflection #2: Indigenous cultures and the media

15%

Students will submit a 500 words critical reflection (double-spaced) on your own personal experiences and observations of Indigenous peoples through the media or other forms of interaction. The critical reflection must also incorporate the film on “Reel Injun” and how has impacted your personal experiences and observations of Indigenous peoples. This assignment is designed to develop students’ analytical and writing skills in order to make informed decisions through critical examination of oneself. Students must describe an experience and observation of Indigenous peoples by how it has changed or fostered personal growth. The critical reflection must describe your current strengths and weaknesses as they relate to the experience/observation being written about and share your future plans for using the new information you received from the course material. All material referenced should be cited using APA or MLA format with a bibliography. Each reflection will receive a mark for the quality of the summary, analysis, and critical examination, see rubric in Owl.

Submit in-class paper and electronically throughout the term (see schedule for due dates)

In-class exam (30 minutes)

15%

To assess students’ understanding of the course material, there is a 30-minute exam based on the course readings, lectures, films, and guest speakers. The in-class exam will be approximately 15-20 multiple-choice questions based on questions that the students and professor develop.

Group Research Project

(Oral 20% and Written 25%)

Students will write a small research essay in groups of four on is the essential purpose of Indigenous culture in Canada and how that relates to Canada 150 (<http://canada.pch.gc.ca/eng/1468262573081>). Students will research primary materials (i.e. newspapers, dissertations, films) in order to develop some original research. The group will develop a research thesis and then explore the thesis in the research essay. This essay should be 5-6 pages. Students should also include some secondary material to support their research paper. A minimum of 5 secondary sources and 3 primary sources should be included in the bibliography. The oral component is a 7-10 minute group presentation about the research report.

Marking Rubric (100 marks): Introduction 20 marks; Content 40 marks; Conclusion 20 marks; Style 20 marks.

Submit on paper and electronically by 10:00 AM on March 30th & presentation on April 6th

OWL:

Special announcements, lecture summaries, the course syllabus, handouts, links to important websites, and other important information will be posted on OWL. Please check OWL frequently to keep up to date.

THE UNIVERSITY OF WESTERN ONTARIO FACULTY OF SOCIAL SCIENCE
PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the Detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note: You cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

In adopting other writer's ideas, you must acknowledge that they are theirs. You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above. [SEP]

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form.

In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Ursula Doxtator, Program Coordinator, First Nations Studies Program, 519-661-2111 x86429, udoxtato@uwo.ca.

POLICIES AND GUIDELINES

You must follow all assignment instructions and codes of the university handbook (http://www.uwo.ca/univsec/academic_policies/).

1. Syllabus is subject to changes in order to facilitate corrections, clarification, and the inclusion of guest speakers.
2. Resubmissions for assignments or challenges in marks, students will write a one page written statement why one is challenging the mark and reference the rubric to state their claim.
3. Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health. If you require academic accommodations due to disability you must be registered with Services for Students with Disabilities (SSD) at

661-2111 x 82147. These disabilities include, but are not limited to, vision, hearing and mobility impairments, learning disabilities, chronic illnesses, chronic pain, and attention deficit/hyperactivity disorders. Your instructor will work with you and SSD to best address your needs.

4. Prerequisite checking - the student's responsibility.
5. In cases of missed class or classes for bereavement, spiritual holidays or serious illness, students must notify the professor of their situation in order to make necessary accommodations.
6. Minimum attendance required to take final examination in the University regulations stipulate that an instructor may refuse to let a student take the final examination in a course if the student has, in the instructor's judgment, missed too many classes. In the case of this course, I will set the threshold at four tutorials per term: any student who has not attended at least four tutorials will receive an email from the professor advising them not to take the final exam. Similarly, if a student has a cumulative grade of 30% or less, the student will be prohibited from writing the exam. No questions about the exams will be answered 24 hours before the exam; therefore, make sure you ask your questions 48 hours prior to the exam.
7. Attendance is mandatory and not optional. Accommodations will follow only for students who can provide documentation or have made prior arrangements with the professor. It is the student's personal responsibility to attend both lectures and tutorials.
8. Assignments are to be typed in twelve-point font and formatted according to APA or MLA style. Double-spaced. **Submitted in-class or FNS drop box AND electronically in OWL's drop-box.**
9. Students that miss a presentation will receive a failing grade. If there is a prior arrangement then some accommodation can be made to possibly move a date if there is another date available; however, the schedule is strict. Be aware that it is your responsibility to notify the instructor of an impending challenge arising with your presentation.
10. All classes and assignments are mandatory and not optional. Accommodations will follow only for students who can provide documentation or have made prior arrangements with the instructor. It is the student's personal responsibility to attend lectures and complete all assignments outlined in the syllabus.
11. Non-medical absences. Failure to meet the assignments submission deadlines can result in a failure. End date for all "late" assignments is the same date as the final exam. No late assignments will be accepted after April 11, 2018 and will receive the mark of 0 or fail (unless there have been prior arrangements with the instructor). Note that if you are late in handing in an assignment, it is your responsibility to ensure that the instructor receives a hard copy.
12. Late penalties will be calculated as a loss of 5% per day. End date for all "late" assignments is the same date as the final exam.
13. Medical absences will follow the university codes as set out in the university's policy: http://www.sdc.uwo.ca/ssd/documentation_requirements.html. Documentation is required for medical academic accommodation and it should be submitted by the student directly to the appropriate Faculty Dean's office and not to the instructor. It will be the Dean's office that will determine if accommodation is warranted. Students must provide in writing a date when their assignment(s) will be submitted. Failure to follow these procedures and submit an assignment in a timely manner will result in a failing grade. Providing such documentation is submitted, reasonable effort will be made to accommodate your situation. If such documentation is not provided, I will impose a failed grade on assignments that are submitted after April 11, 2018.

14. Support Services within the Student Development Centre:
15. Writing Support Centre: <http://www.sdc.uwo.ca/writing/>
 - a. Learning Skills Services: <https://www.uwo.ca/sdc/learning/>
 - b. Psychological Services: <http://www.sdc.uwo.ca/psych/>
 - c. Services for Students with Disabilities: <http://www.sdc.uwo.ca/ssd>
 - d. Indigenous Services: <http://indigenous.uwo.ca/welcome/index.html>
 - e. Register's Services: <http://registrar.uwo.ca/index.html>
16. Use of Electronic Devices. Students are permitted to use laptops for class note taking only (no Facebook, Skype or any other peer to peer communication services are permitted – students caught using those sites will be asked to leave). Turn phones to mute while in class. Students are permitted to digitally record the lectures on a voice recorder. However, students are not allowed to take and then distribute the contents of the recorded lectures or the actual recordings for any reason. The content of the lectures are the ownership of the instructor and shall not be reproduced for any reason without permission of the instructor.
17. 2017-2018 Academic calendar: <http://westerncalendar.uwo.ca/2017/>

ACADEMIC INTEGRITY

Students are expected at all times to follow university policies concerning academic integrity. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; plagiarism - claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the university; and nondisclosure or misrepresentation in filling out applications or other university records. Plagiarism is a major academic offense (see Scholastic Offense Policy in the Western Academic Calendar). I will be available to discuss any questions or concerns you may have about academic and professional ethics during office hour.