

TRENT IN OSHAWA  
INDG 1000 Introduction to Indigenous Studies

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Fall/Winter 2009-2010

*“My people will sleep for one hundred years. When they awake, it will be the artists that give them back their spirit.”*

*Louis Riel*

**Instructor:** Tasha Beeds

**Course Time:** Tuesday: 7:10 pm – 10:00 pm

**Phone:** 705-748-1011 ext. 7466

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**Course Description and Objectives**

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This course is an introduction to the study of Indigenous peoples in Canada with links to Indigenous peoples in other parts of the world. We hope that you will be able to view Indigenous worlds through a set of multiple lenses and develop a more complex understanding of Indigenous societies, of the historical and contemporary issues facing Indigenous people, of Indigenous perspectives on these issues, and of the relationship between Indigenous and non-Indigenous peoples and societies. We present Indigenous people as contemporary peoples who have distinct histories and worldviews, which are now being explored, are viewed as legitimate, and are being used as the basis of everyday life.

As a multi-disciplinary area of study, we utilize the frameworks of history, literature, anthropology, economics, linguistics, political studies, cultural studies, critical theory, women's studies, and art history, among others, to examine and analyze the everyday structures and processes of Indigenous life.

**Required Texts**

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1. Steckley, John. & Cummins, Bryan, Eds. (2008). *Full Circle: Canada's First Nations* 2<sup>nd</sup> Edition. Toronto: Prentice Hall.  
ISBN number: 978-0-13-230563-1
2. McLeod, Neal. (2007) *Cree Narrative Memory: From Treaties to Contemporary Times*. Saskatoon, SK: Purich Publishing Ltd.  
ISBN number: 13 978-1895830-316
3. Campbell, Maria. (1983). *Halfbreed*. Toronto: Goodread Biography.
4. Boyden, Joseph. (2008 - paperback) *Three Day Road*. Toronto: Penguin.  
ISBN number: 9780143056959
5. Web resources and links will also be posted on WEBCT & Hand Outs will be given in class.

**Class Structure**

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INDG 1000 draws from a mixture of Western and Indigenous knowledge. The format of the course will be a mixture of lectures, readings, discussions, student presentations and mixed media. The lectures will cover the course themes. Students are expected to read the course textbook independently, which will act as a supplement to the daily lectures. Other materials, such as web-links, readings, and discussion questions, may also be posted on WEBCT (MyLearningSystem) or handed out in class. Students need to ensure they check WEBCT on a regular basis and are responsible for collecting their handouts. Students are expected to read the WEBCT & Hand out materials in preparation for class discussion. The class structure will also include in-class seminars and student presentations, which will allow for further exploration of the topics and discussion of the material presented. Guest lecturers will also be invited throughout the year. The course syllabus may be altered throughout the year to take into account emerging issues.

## Class Expectations

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- One component of university is the exchange of knowledge through discussion. As such, students will be expected to come to class thoroughly prepared to engage in this exchange by critically reading all assigned texts.
- Students are also expected to engage in such dialogue in a respectful manner. It is important to remember that not everyone will have the same opinion, but everyone has the right to his or her opinion. Debate and discussion is integral to learning, but at the university level it can be done in a manner that respects others.
- All assignments are to be handed in on the dates indicated in the syllabus.
- Students are strongly advised to make and keep a duplicate copy of all assignments. Instructors are not responsible for lost assignments.
- Papers should meet university standards in terms of content, organization, and mechanics. Paper(s) should include critical analysis with a strong thesis as a focal point, a convincing argument, and evidence from primary text(s) and perhaps secondary sources for support through examples, quotations, summaries, or paraphrases of passages.
- Paper(s) should accurately and sensitively present information about Indigenous cultures, histories and literatures and demonstrate an understanding of the ideas presented in the course

## Assignments & Grading

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Assignment	Value	Due Date
Seminar Presentation	10 %	Throughout Terms
Recognition of Effort	5%	Throughout Year
<b>First Term (Sept. to Dec)</b>		
Oral History Assignment	5%	Oct. 13 <sup>th</sup>
2 Quarterly Statements of Learning	10%	Oct. 20 & Dec. 08 <sup>th</sup>
Seminar Presentation Essay Outline	5%	Dec. 01 <sup>st</sup>
Mid Term Exam	10%	Dec. 08
<b>Second Term (Jan. to April)</b>		
Seminar Presentation Essay (8 –10 pages)	10%	Feb. 23 <sup>rd</sup>
2 Quarterly Statements of Learning	10%	Mar. 2 <sup>nd</sup> & April 6 <sup>th</sup>
Land Map Assignment	10%	Mar. 30 <sup>th</sup>
<b>Final Exam</b> (Comprehensive)	25%	TBA
<b>Total</b>	<b>100%</b>	

### Submission of Work

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The organization of your life to get your work completed on time is an important aspect of learning as is the expectations of your peers and your professors. Unless you make explicit, written arrangements in advance or we change the due dates as a class, assignments are to be submitted on their specific due dates. **Late assignments will be deducted 10% per day including weekends.**

- All assignments must be submitted electronically via LearningSpace by **2:00 pm the day the assignment is due**. Please ensure your electronic copy is submitted as a MSWORD file with a .doc extension. Please bring a hard copy of your assignment to class the day it is due as well.
- LearningSpace will allow for late electronic submission of assignments; it provides the date and time of your submission. **Any assignment submitted after 2:00 pm the day it is due will be considered late and deducted 10% per day thereafter.**

**For essay writing tips I strongly encourage students to take advantage of the writing workshop titled “Essay Writing 1 and 2” offered on Saturdays, October 3, and 17 1:00-2:30 p.m. Room Location: UA 2240**

**To register please go to: <http://www.trentu.ca/academicskills/oshawawork.php>**

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### **Academic Integrity:**

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Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University’s *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent’s Academic Integrity website to learn more: [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

### **Inclusive Learning Environment**

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It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (BL Suite 109, 748-1281, [disabilityservices@trentu.ca](mailto:disabilityservices@trentu.ca)) as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.

**Please see the Trent University academic calendar for University Diary dates, Academic Information and Regulations, and University and departmental degree requirements.**

**Last date to withdraw from Fall term half courses without academic penalty in 2009-10 is November 6, 2009; last date to withdraw from Winter term half courses without academic penalty in 2009-10 is March 5, 2010; last date to withdraw from Fall/Winter full courses without academic penalty in 2009-10 is February 9, 2010.**

### **Welcome to A New World**

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It is Indigenous Studies aim to create a safe and respectful learning environment for all students. Due to the nature of the material studied, students may encounter information and perspectives that are new to them and which may challenge their views of Canadian society and history. Such feelings may create a sense of confusion or discomfort. As you proceed through the course, we encourage you to speak with the instructor or the Indigenous Student Services Staff about personal and interpersonal issues and concerns that may arise.

### Reading Schedule:

CNM(P) = Cree Narrative Memory (Presentation)

IR= Independent Reading

CD=Class Discussion

HB = Halfbreed

HO = Hand Out

FC = Full Circle

TDR = Three Day Road

TBA = To be announced

#### Term One

<i>Date</i>	<i>Theme</i>	<i>Presentations/Assignments</i>	<i>Readings</i>
<i>Sept. 15</i>	Course Introduction & Welcome		
<i>Sept. 22</i>	What Is Indigenous Studies & Who Are Indigenous People		HO "What is Native Studies" Kulchyski & "Indigenous Studies" McLeod IR: FC-Chapter 1-4
<i>Sept. 29</i>	Indigenous Worldviews		IR: CNM Introduction HO/CD "Aboriginal Epistemology" Ermine HO/CD "Anishnabe (Ojibway) Legends" Asikinack
<i>Oct. 06</i>	Perspectives on History		HO/CD: "What is History" & "Introduction to Earth Elder Stories"
<i>Oct. 13</i>	Colonialism	<i>Oral History Assignment Due</i>	HO/CD: "Challenging Eurocentric History" Adams
<i>Oct. 20</i>	Early Encounters (Eastern Canada)	<i>CNMP Chapter 1 SOL 1 Due</i>	IR: FC Chapter 6 & 7 "The Great Law" <a href="http://www.indigenouspeople.net/iroqcon.htm">http://www.indigenouspeople.net/iroqcon.htm</a>
<i>Oct. 27</i>	Early Encounters (Western Canada)	<i>CNMP Chapter 2</i>	IR: FC Chapter 8 & pg. 90 – 97

<b>Nov.03</b>	Treaties and Treaty Making	<b>CNMP Chapter 3</b>	IR: FC Chapter 13 & 14 HO: “kihci-asotamâtowin Sacred Promises...” Treaty Elders
<b>Nov.10</b>	The Metis	<b>CNMP Chapter 4</b>	IR: FC pg. 97 – 101 HO/CD: “Joseph’s Justice” Campbell & “The Metis Nation of Canada” Prefontaine
<b>Nov. 17</b>	The Colonial Turn	<b>CNMP Chapter 5</b>	IR: FC Chapter 12, 17, 19 HO/CD “Philip Ledoux’s Story” & “Iskwewak: Introduction” Acoose
<b>Nov. 24</b>	Halfbreed	<b>CNMP Chapter 6</b>	CD: first _ of HB
<b>Dec. 01</b>	Halfbreed & Midterm Review	<b>CNM Outline Due</b>	CD: second _ of HB
<b>Dec. 08</b>	Midterm Exam	<b>SOL 2 Due</b>	

### Term Two

<b>Jan. 12</b>	Indigenous Resistance, Self-Government & Land Claims	<b>CNMP Chapter 7</b>	IR: FC Chapter 24
<b>Jan. 19</b>	20 <sup>th</sup> Century Political Activism	<b>CNM Chapter 8</b>	IR: FC Chapter 20 CD: “Noel Starblanket”
<b>Jan. 26</b>	Veterans	<b>CNM Chapter 9</b>	TBA
<b>Feb. 02</b>	Indigenous Literatures		CD: TDR
<b>Feb. 09</b>	Indigenous Literatures		CD: TDR
<b>Feb. 23</b>	Indigenous Art	<b>CNM Essay Due</b>	HO/CD “Travels to the House of Invention” Morrisseau
<b>Mar. 02</b>	Indigenous Music	<b>SOL 3 Due</b>	TBA
<b>Mar. 09</b>	Creation Stories		TBA
<b>Mar. 16</b>	Indigenous Women		TBA
<b>Mar. 23</b>	Indigenous Women		Film: Finding Dawn
<b>Mar. 30</b>	Urbanization and Modernity	<b>Land Map Assignment Due</b>	IR: FC Chapter 23 & 25
<b>April 06</b>	Review	<b>SOL 4 Due</b>	