Global Development Studies – DEVS 220
Introduction to Aboriginal Studies
Fall 2012
MacDonald DT2 –, Tuesday 11:30 – 2:30
Starts on Monday, September 12

Purpose of the course: To develop a foundation for further inquiries into Aboriginal Studies. Students will develop a general knowledge of North American Indigenality with a focus on Aboriginal peoples in Canada. This course will prepare the student to evaluate written and oral historical/cultural knowledge in regard to Aboriginal people and issues. The student will develop strategies for analyzing primary sources as well as acquire a basic knowledge of secondary resources. Students will challenge pre-conceived ideas acquired as citizens of a colonial culture. Course lectures and material will be presented from an Aboriginal perspective. The instructor will use both Indigenous and Western pedagogies.

Instructor and Scheduling:

Instructor: Robert Lovelace - lovelace@queensu.ca - 613-374-5594

Department of Global Development Studies:
Professor Lovelace’s Office, Mackintosh-Corry, A417
Office Hours: Tuesday 9:00am-10:30am or by appointment
Main Office: Macintosh-Corry, A401, Karen Vanderme
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or develstu@queensu.ca - 613 533 3301

Requirements and Evaluation

Assigned Text: Report of the Royal Commission on Aboriginal Peoples:
A Short Introduction to Indigenous Studies in Canada, Lovelace, Robert;
Various assigned readings on Disc and accessible by Internet

Requirements: Complete assigned readings in association with each lesson.
Complete oral story telling presentation
Complete two quizzes
Complete two Essays of 4/5 pages each
Complete a review of The Painted Drum
Complete a 10 page paper on a selected topic
**Evaluation:**

- Story telling: 10%
- Essays #1: October 2, 15%
- Quiz #1: October 2, 5%
- Essays #2: November 6, 15%
- Quiz #2: November 6, 5%
- Book Review: November 13, 20%
- Final paper: November 27, 30%

**Note!** All work must be completed by November 27, 2012.

**Syllabus**

**Themes and Readings**

**Module #1 – Starting Out** Students who take an Introduction to Aboriginal Studies have both curiosity and conviction. They are intrigued by the exotic nature of indigenous people, issues and history. Often Aboriginal Studies is like looking into another reality and the desire to appropriate something “different” is strong. As well, students who understand some of the political issues come with convictions about Aboriginal people’s position in Canada. They often have simplistic understandings about very complex issues. Some students may want to “help” while others may want to “influence”. No matter what, in today’s Canada, chances are that all students in life and in careers will rub shoulders with Aboriginal people. With certainty, as Aboriginal people have influenced Canada in the past, they will continue to have an impact on all Canadians and students want and need to know about their Aboriginal neighbours.

The first two lessons focus on helping students get a very broad understanding of how Aboriginal people are positioned in the Canadian matrix. The objective is to introduce students to a geographical and historical framework in which to position information that they will learn in subsequent lessons.

**September 11,**

**Introduction to the Course**

- A game of explanations
- **Film and discussion:** Cree Hunters of the Mistassini

**September 18,**

**Gaining a Basic Understanding and Aboriginal Nomenclature: Using the right language**

**Readings:**

  - Volume 1 - Looking Forward Looking Back
  - 1 - Getting Started
  - 2 - From Time Immemorial: A Demographic Profile
Module #2 – Indigenous North America - Cultures of Belonging

This module focuses on the development of Indigenous Cultures in North America before 1491. Students will learn how geography, climate, and ecology have affected the cultural and physical development of Indigenous peoples. Students will also learn about how research into Indigenous life has been conducted in the past and the ethical standards involved in current research.

September 25, 2011

Physical and Cultural Geography of Aboriginal North America

Readings:
- Report of the Royal Commission on Aboriginal Peoples
  Volume 1 - Looking Forward Looking Back
- Chapter 4 - Stage One: Separate Worlds
- "Belonging to the Land": A Short Introduction to Indigenous Studies in Canada, Lovelace, Robert; 2006, Mino Kamig - Institute of Applied Indigenous Studies, On disc
- America Before Columbus-1491, Atlantic Monthly, Charles C. Mann, , March 2002. On disc

October 2, 2011

Culture and Society – Research Ethics, Examining the “relics”, and interpreting meaning

Readings:
- Primitive industry, or, Illustrations of the handiwork in stone, bone and clay of the native races of the Northern Atlantic Seaboard of America, Abbott, Charles C., 1843-1919. (Salem, Mass: G.A. Bates, 1881.)
  http://www.canadiana.org/ECO/PageView/15180/0001?id=d32975aa91a55f62 pages 195 to 245
- Dr. Zuko’s Web page on Stone tools
  http://www.zuko.com/timeWarp/The_Ancients_of_North_America_Stone_Celts.asp
-The Conversion of Savages who were baptized in New France during this year, 1610. Marc Lescarbot, JEAN MILLOT, keeping shop upon the steps of the great Hall of the Palace. By Royal License. 1610. 
http://puffin.creighton.edu/jesuit/relations/relations_01.html

http://www.jstor.org/stable/1409555

Stable URL: http://www.jstor.org/stable/1409056

October 9, Culture and Society-Meeting the People
Readings: TBA

Module #3 – Contact Themes – Cultures in Collision
The third module in this course focuses on Indigenous cultures responding to European colonial expansion through the last 5 centuries. Various themes will be explored as a matrix to better understand the rapid evolution from Indigenous cultures to Aboriginality. Students will challenge the colonial version of North American development. Beginning with a synopsis of political and social conditions in Europe that initiated the European diasporas, students will examine the convergence and influences that North American indigenous societies had with European cultures. Students will examine and analyze political documents, letters, Treaties and proclamations as a means of understanding the colonial discourse between Indigenous peoples and European migrants. Students will examine both European and Indigenous intentions during various periods of the colonial relationship. Students will learn the antecedent history that shaped the Aboriginal nations that exist today in Canada.

October 16, Contact Themes – Trading - stories, gifts and genetic material
Readings:
“New England’s First Fruits”, Nathanael Byfield, S. E; Henry Overton, 1643, 
http://books.google.ca/books?id=5j4hAQAAMAAJ&pg=PA3&source=gbs_toc_r&hl=en#v=onepage&q&f=false

October 23,

Contact Themes - Colonization - Empire and Settlement
Readings:
  http://www.canadiana.org/ECO/ItemRecord/36125?id=2eaedcb2145e417
- The Royal Proclamation 1763
  http://www.bloorstreet.com/200block/rp1763.htm#2
- *Writings of Algonquin and Nippising Chiefs 1798*: taken from the National Archives of Canada, On Disc
- *Writings of Philemon Wright*: National Archives of Canada, On Disc
- *Writings of Algonquin and Nippising Chiefs 1840*: taken from the National Archives of Canada, On Disc
- *Writings of Shawanapenesi*: National Archives of Canada
On Disc

October 30,

Colonization – Nationalism and Globalization
Readings:
  A Brief Introduction to Aboriginal Law in Canada
  http://www.bloorstreet.com/200block/brintro.htm
- Henderson’s Annotated Indian Act
  http://www.bloorstreet.com/200block/sindact.htm
- Residential Schools
  http://www.afn.ca/residentialschools/history.html#
- Royal Commission on Aboriginal Peoples, Chapter 10 – Residential Schools
- Carter, Sarah: “*Two Acres and a Cow, Peasant Farming for Indians in the Northwest 1889-97*” Canadian Historical Review, On Disc

Module #4 – Modern Times – Reconciling the irreconcilable
The fourth and final module in this course focuses on the context of the 20th Century through to current times. The emphasis will be on understanding why Aboriginal populations in Canada remain at the lowest end of the social and economic ladders and what actions they
have taken to advance. Students will examine the roles that Aboriginal Nations and people have taken during the establishment of Canada. Issues of both conflict and accommodation will be studied. Students will develop a working understanding of Indian Reserves, the Indian Act, off-Reserve Indians, un-recognized Indians, Métis and Constitutionally recognized rights. Student will learn and discuss a sequence of Supreme Court decisions that have articulated the distinct nature of Aboriginal rights. There will be a focus on the emergence of Aboriginal political organizations. Underlying much of this discussion will be the issue of identity. Students will come to know and recognize how peoples of indigenous heritage identify themselves and how diversity remains the rule. Students can expect to be conversant on a variety of topics that appear regularly in the current media.

November 6,  
Naturalization and the “tide of times”
Readings: - Métis Nation History and Culture  
http://www.agt.net/public/dgarneau/metis.htm  
- Report of the Royal Commission on Aboriginal Peoples, Vol.4  
-TBA

November 13,  
“Self Governance” – Allusions and Illusions  
Readings: Report on the Royal Commission on Aboriginal  
-Browse the Assembly of First Nations website.  
http://www.afn.ca/index.php/en  
- Browse the Congress of Aboriginal Peoples’ website.  
http://www.abo-peoples.org/  
- Browse the Aboriginal Affairs and Northern Development Canada website http://www.aadnc-aandc.gc.ca/eng/110010010002/110010001002

November 20,  
The way forward – answers and more questions  
Readings: - ”Modern Times”: A Short Introduction to  
Indigenous Studies in Canada, Lovelace, Robert; 2006, Mino  
Kamig - Institute of Applied Indigenous Studies  
- Report of the Royal Commission on Aboriginal Peoples, Vol.4  
Chapter 1,2,3,7  http://www.ainc-inac.gc.ca/ap/rrc-eng.asp  
- Schwager, Laura, “The Drum Keeps Beating: Recovering a  
Mohawk Identity”, Strong women stories: native vision and  
community survival, Anderson and Lawrence, 2003, Sumac Press,  
Toronto. On disc  
-Bruchac, Marge; “Reclaiming The Word “Squaw in the Name of  
the Ancestors”, Northampton, Massachusetts, November 1999,  
On disc  
- Lovelace, Robert; Attawapiskat and colonialism: Seeing the  
forest and the trees, in Rabble.Ca, December 6, 2011  
http://rabble.ca/news/2011/12/attawapiskat-and-colonialism- 
seeing-forest-and-trees
November 27, 2023

Course wrap-up
Feast and Film - Pow Wow Highway

Academic Integrity: Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see http://www.academicintegrity.org/fundamental_values_project/index.php). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see http://www.queensu.ca/artsci/academics/academic-integrity), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions, which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Statement on copyright for inclusion on all course materials

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