

**DOUGLAS COLLEGE**  
**Anthropology 1160**  
**Canadian Native Cultures**

**Fall 2010, Tuesdays and Thursdays 12:30-2:20p (DL B2170)**

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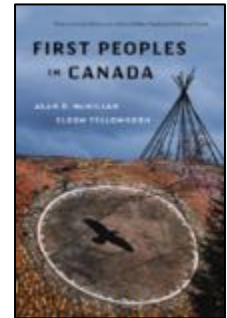
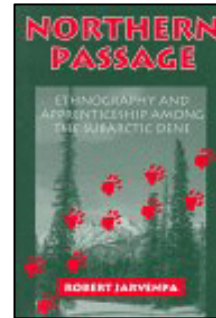
## Aims and Objectives

This course examines the nature and diversity of Canadian aboriginal and Inuit cultures. It looks at native adaptations from the earliest evidence recovered by archaeologists to selected aspects of modern aboriginal life in Canada. Particular attention will be given to the traditional cultures as they existed shortly after contact with Europeans. Films, and the representation of aboriginal people in films, are a central part of the course. As First Nations of British Columbia are covered in another course (ANTH 1120) they will largely (but not entirely) be omitted here.

## Textbooks

McMillan, Alan and Eldon Yellowhorn 2004. *First Peoples in Canada*. Vancouver: Douglas and McIntyre.

Jarvenpa, Robert 1998. *Northern Passage: Ethnography and Apprenticeship Among the Subarctic Dene*. Prospect Heights, IL: Waveland Press.



## Other Course Resources

[www.tadmcilwraith.com](http://www.tadmcilwraith.com) – This is my website. A page on the website is devoted to this class. You can keep up with the lecture schedule there, find additional copies of handouts, and review slides presented in class. You can also see my **availability for chat** on the front page of the website.

[www.anthroblog.tadmcilwraith.com](http://www.anthroblog.tadmcilwraith.com) – This is my blog. I discuss issues related to anthropology, studying anthropology, and my other interests here. Much of the blog deals with aboriginal rights in British Columbia and, more generally, Canada. Feel free to browse at your leisure and, should you feel inclined, you are able to comment on what I write about on the blog.

## Course Requirements

i) Readings: Students are expected to complete required readings before class.

ii) Tests and Exams: There are 2 midterms and a final quiz for this course. Students are responsible for all materials discussed in class. The tests will cover material from a limited number of lectures and the final exam will include materials from the entire course.

iii) Written Assignments: There are several written assignments for this course. There is a short chapter review based on Jarvenpa's *Northern Passage*. The other assignments are related to a final essay. A prospectus, outlining your essay project, is required early in the term. I require you to submit the introductory paragraph of your essay after the mid-term. And, the essay is a review of two sources related to a common topic within Aboriginal Canada. It is an essay of 2000-2500 words. All assignments will be discussed in class. Handouts are included below.

## Evaluation

<u>Assignment</u>	<u>Due Date</u>	<u>Weight</u>
Essay Prospectus	September 30	10
Midterm I	October 7	20%
Jarvenpa Chapter Review	October 26	10%
Essay Introduction	November 9	10%
Midterm II	November 16	20%
Essay	November 25	20%
Final Quiz	December 7	10%

## General Course Policies

*Respectful Learning Environment:* Students are expected to adhere to all College policies regarding respectful conduct in all aspects of this course. This includes classroom conduct and online conduct through message boards, etc. A respectful learning environment also includes the appropriate use of laptops and other kinds of electronics in class. Be aware that anyone sitting behind you can see what you are doing on your laptop – and it can be VERY distracting. If you feel you must watch movies, do email, text, etc. during class, then please get yourself a privacy screen for your laptop's monitor. Better yet: save those activities for another time.

*Attendance:* As material discussed in class will differ from the text material, attending class is important. If you miss a class, it is strongly recommended that you obtain the notes from another student.

*Missed Tests:* You must contact the instructor before an examination if an emergency prevents you from attending. Make up tests will only be administered if the student provides a legitimate and pressing reason for missing the test. Otherwise a grade of 0 will be assigned for the test.

Let me put it this way: it is always in your best interest to talk with me if you have an issue before an assignment is due or a test is scheduled. I am in a much better position to help you before the due dates than I am after them.

*Late Assignments:* Penalties for late assignments will be discussed in class. No assignments will be accepted after the last day of our class (December 7, 2010).

*Plagiarism (Academic Dishonesty) Policy:* Plagiarism is defined as a student “submitting the words, ideas, images or data of another person as his or her own in any academic writing, essay, thesis, research project or assignment in a course or program of study”. Plagiarism amounts to cheating: it is a serious academic offence and will be dealt with as such in this course. If you are caught plagiarizing, you will receive a grade of 0 for the assignment and you will be subject to College disciplinary measures.

*Language Competency Policy:* Students are advised that this is a language intensive course. Much of the

material covered relies upon students possessing a good grasp of English grammar and syntax. It is strongly recommended that students have completed English 124 (Writing Skills) or possess its equivalent level for reading and writing English prior to taking this course. Students who do not possess a “post-secondary” level of reading and writing competence in English will not be able to complete this course successfully. Students for whom English is a second language are strongly advised to ensure that their level of English proficiency is adequate before taking this course.

## **Lecture Outline and Reading Assignments**

The course will follow the general outline of the textbook and we will use films, slide presentations and discussion groups in order to complement the materials presented in the book.

Note: M&Y = McMillan and Yellowhorn

### **Introduction and the Study of Canada’s First Nations**

Week 1: Introduction to Anthropology and Course (September 7, 9)

- M&Y Chapters 1, 2 (Sept 7)
- Jarvenpa Prologue (Sept 7)
- Film: A People’s History (Excerpts)

Week 2: Archaeological and Historical Research in Canada (September 14, 16)

- Jarvenpa Chapter 1 (Sept 14)

### **First Nations Cultures and Regional Diversity**

Week 3: Atlantic Canada (September 21, 23)

- M&Y Chapter 3 (Sept 21)
- Jarvenpa Chapter 2 (Sept 21)
- Film: Mi’kmaq Family

Week 4-5: Iroquoians and Midterm I (September 28, 30, October 5, 7)

- M&Y Chapter 4 (Sept 28)
- Film: Black Robe

**Prospectus is Due on September 30**

**Midterm I is on October 7**

Weeks 6-7: Algonquians and Eastern Subarctic (October 12, 14, 19)

- M&Y Chapter 5 (October 12)
- Jarvenpa Chapter 3 (October 12)

Week 7-8: Plains (October 21, 26)

- M&Y Chapter 6 (October 21)
- Jarvenpa Chapter 4 (October 21)

**Jarvenpa Review is Due October 26**

Week 8-9: Northwest Coast (October 28, November 2)

- M&Y Chapter 8 (October 28)
- Jarvenpa Chapter 5 (October 28)
- Film: Laxwesa wa (Strength of the River)

Week 9-11: Western Subarctic and Midterm II (November 4, 9, 16)

- M&Y Chapter 9 (November 4)
- Jarvenpa Chapter 6 (November 4)
- Slides: Tahltan People of Northern BC

**Introductory Paragraph is Due November 9**

**November 11: No Class**

**Midterm II is on November 16**

Week 11-13: *Northern Passage* and The Arctic (November 18, 23, 25, 30)

- Jarvenpa: Aftershock (November 18)
- M&Y Chapter 10 (November 18)
- Films: Journals of Knud Rasmussen; Nanook of the North; Netsilik Eskimo

**Essay is Due November 30**

Week 13: Contemporary Issues (December 2) (If Time Allows)

- M&Y Chapters 11, 12

Week 14: Final Quiz (December 7)

## Readings Questions for McMillan and Yellowhorn

**Note: Questions for Jarvenpa are located in the back of his book *Northern Passage*.**

### Chapter 1

1. Is 'narrative' a useful or accurate metaphor for the study of anthropology?
2. What are the strengths and weaknesses of the maps on pages 6-7 and page 9?
3. Why is anthropology sometimes viewed unfavorably by First Nations people?
4. What ethical issues arise for anthropologists working in Canada?
5. Are there problems with the term 'prehistory'?

### Chapter 2

1. What is meant by 'terra nullius'? How many perspectives on the term can you identify?
2. How did aboriginal people get to North America? How many perspectives can you identify?
3. Note the characteristics of three archaeological sites and identify their relevance to the archaeology of Canada.
4. How does the archaeological record look different when it is created by people who hunt or people who farm?

### Chapter 3

1. What are the critical archaeological 'indicators' in the Maritimes?
2. What happened to the Beothuk?
3. Identify the characteristics of contemporary Mi'kmaq life? What has been the impact of colonialism?

### Chapter 4

1. What is the difference between the terms Iroquois and Iroquoian?
2. How do we know about Iroquoian history?
3. What are the major groups of Iroquoians? Are they similar enough to lump them together? On what do you (anthropologists) base similarity?
4. What is the basis of contemporary violence in Mohawk communities?

### Chapter 5

1. Distinguish the terms Algonquin and Algonquian.
2. What role did the Anishinabeg play in the fur trade?
3. Are the Ojibwa more like the Iroquoians or the Atlantic Algonquians? Why do you make the decision you do?
4. How are different groups of Cree distinguished by anthropologists?
5. Note the story of the James Bay power project and its affect on the Cree.

### Chapter 6

1. The cultures of the Plains provide Canadians with some of our most enduring images of native people. What are those images?

2. What is a medicine wheel? What are its expressions in the archaeological record and in contemporary society?
3. What effect did the horse have on Plains cultures?
4. What role do women have in Plains cultures?

#### Chapter 8

1. Characterize the importance of salmon for Northwest Coast groups. Have we seen a comparable economic resource so far in the course?
2. What does it mean when one says that coastal societies are 'ranked' societies? What is the connection between salmon and social rank?
3. What, in particular, characterizes the northern coastal peoples (especially when compared to the Coast Salish or the Wakashan)?
4. What is the significance of the Delgamuukw decision for aboriginal land rights?

#### Chapter 9

1. What is the Chipewyan seasonal round?
2. How is the organization of Athapaskan families different from those families living on the coast?
3. How has oil and gas exploration affected Dene life? Have treaties helped the few groups in this area that have completed them?

#### Chapter 10

1. What is the material basis of Inuit survival? (Consider tools and the seasonal round.)
2. What is the ideological basis of Inuit survival? (Consider religious beliefs and taboos.)
3. What family and other social groups are important in Inuit culture?

## **Anthropology 1160 Essay Assignment: A Review Essay**

This outline covers all written assignments for the term. They are:

- Prospectus – Worth 10% Due in Class September 30
- Introductory Paragraph(s) – Worth 10% Due in Class on November 9
- Essay – Worth 25% Due in Class November 25

### **Introduction**

The purpose of the essay assignment is to allow you to explore a topic of specific interest related to the anthropology of Canada in greater detail than the course permits. The essay is a “review of articles” assignment similar to the type of review essays commonly written by anthropologists in academic journals. Papers of this sort require that you choose two sources (book chapters, academic articles) on a particular topic, summarize the source material, and offer some evaluation of their value to the topic at hand.

I expect you to submit a prospectus outlining your topic, tentative thesis, and source material. Then, a few weeks later, I require you to submit your introductory paragraph or paragraphs. I see the preliminary work as critical to developing a sound essay and I will provide timely comments on both preliminary assignments.

I encourage you to spend a week or so considering a topic and then consult with me about your plans. I am happy to discuss topics and sources with you and, later in the term, the details of your analysis.

### **General Format for Final Essays**

Your papers must be typewritten in sentences and paragraphs, double spaced, and have one inch margins. Please indent your paragraphs. You should aim for an essay of about seven or eight pages, or, of about 2000 words. Please include a title page and an original title which gives the paper some direction. Your paper must be built around a thesis statement. Evidence supporting your thesis will be presented in the body of the paper. You must acknowledge all quotations and paraphrased material with proper citations and provide a list of references cited for each source used in the text at the end of the paper. If you do not cite your sources sufficiently, your paper will be returned to you with a grade of zero.

Please note: good writing counts. Sloppy prose or arguments that are hard to follow will result in a lower grade. I would encourage you to make time to prepare more than one draft of your essay and to have it proof-read by a friend.

### **Essay Submission and Late Penalties**

The prospectus is due in class on September 30. I will deduct 1 point / week starting after class on September 30. Your introductory paragraphs are due in class on November 9. I will deduct 1 point / week starting after class on November 9. Essays are due in class on November 25. I will deduct 2 points / week if it is late starting after class. No assignments will be accepted after the final quiz. All assignments must be submitted in hardcopy.

## Operational Details for a *Review Essay*, or, *A Critical Review of Sources*

Several steps are required for producing an essay of high quality. They include:

- a) Choosing a topic of interest to you related to the themes and material of the course. The topic must be related to Canada and First Nations people (past or present). If you have doubts about your topic, please see me.
- b) Using library research, select two journal articles, books, or book chapters about your topic. No more than one article, report, or chapter from a single issue of a journal or book is allowed. The documents you choose must be anthropological in nature and taken from scholarly publications only. These publications might include: *Anthropologica*, *BC Studies*, *American Anthropologist*, *American Antiquity*, *The Handbook of North American Indians*. If you are unsure about a source, please ask me. Class readings are not acceptable.
- c) Preparing a prospectus outlining your topic, the two sources, and a tentative thesis. See below. (This is due on September 30, 2010.)
- d) Writing an introductory paragraph which tells me your topic, the sources you are reviewing, and your thesis. This thesis will include a statement about the direction of your critique. (This is due on November 9, 2010.)
- e) Writing an essay which discusses the topic and its coverage of your articles. You must:
  - a. Introduce the paper: Here, you should identify the theme of the essay and your thesis.
  - b. Summarize the articles: The summaries should emphasize the material within the sources that pertains to your topic.
  - c. Identify the value of the source material to your topic. You might ask whether or not the sources are actually useful for studying this topic. If you find that your source materials are weak or not overly useful, let me know in the paper.
  - d. Apply what you have learned in the course lectures and readings: You should demonstrate the relevance of the sources to the Anthropology of Canada. This is the context for your summaries.
  - e. Draw a conclusion: This usually happens at the end of the paper and often includes a restatement of your thesis with a general review of the summarized material.

The goal is to demonstrate your insights into anthropological research about First Nations people through the evaluation of the sources. There are components of both summarizing your articles and critiquing or commenting on them based on the materials in the course. And, while I expect to see each of the above components in your essay, the actual structure of your text might vary. Some of you might write summaries and then the critiques; others might integrate those two components.

### Requirements for the Prospectus

You must submit a 350 word statement about your research plans. I expect that you will tell me what your topic is and provide me with the citations to the two articles, book chapters, reports, etc. you have chosen to use. I also expect a general or tentative thesis related to the topic and a brief discussion of the relationship of

the articles to that thesis. Please also provide a working title for your essay. The prospectus must be typewritten and presented in sentences and paragraphs.

### **Requirements for the Introductory Paragraph**

You must submit a paragraph or two which you expect to use to introduce your essay. (This should be the actual introductory paragraph you would submit with your final essay if the final essay was due today.) I expect anything from 1-2 paragraphs and one half to a full page of text. In the paragraph, you will introduce the topic covered by your two sources. You will also provide your thesis statement outlining the direction of your critique of the sources. A statement of introduction for each of the two sources would also be useful.

### **Evaluation of the Essays**

Marks are based on:

- Writing succinct and effective summaries of each source;
- Evaluating the source material;
- Connecting the article topics to the themes of the course;
- Showing insight into the anthropology of Canadian First Nations;
- Writing in proper essay format, including paragraphs, sentences, and using proper bibliographic citations (see below).

### **Other Notes**

- Think about writing the review essay for a friend who is going to conduct research on your topic next semester. Your goal is to tell your friend about the sources you read and to describe their value to his or her upcoming research project.
- I would recommend you talk with me about your topic. I can help you refine the specific details of your study and direct you towards appropriate sources.
- You are welcome to propose to me ‘different’ kinds of sources for the review essay. In the past, I have allowed people to substitute one of their two academic/written sources for maps, videos, and websites. You must clear these alternatives with me.
- Examples of review essays (that is, reviews of multiple sources on general topics) are available in most scholarly journals. *BC Studies*, for example, publishes review essays in almost every issue. Check out the current issue (Summer/Autumn 2004) for an example of a review essay about environmental history in BC. It is on page 287.
- This paper is not simply a general research paper where you are permitted to cite only two sources. This is a specific kind of essay in which you summarize your source material and attend to the value of the sources to the topic at hand. You will do poorly if you try and write a general research paper for this assignment.
- You do not need to cite me or our lectures. Rather, if you use some general information about Canadian anthropology or history, cite the readings from the course. (Remember, these citations would be in addition to your two main sources.)

- If it makes it easier for you to organize your thoughts, you are welcome to break up your paper into subsections with section headings.
- Websites are not acceptable sources unless they are cleared with me in advance.
- Citing your source material, acknowledging quotations properly, and identifying paraphrased material is part of a proper and fair intellectual process. Please give credit where credit is due. You will receive a grade of zero if you are caught plagiarizing the work of others and you may be reported to the college dean. If you are unsure what constitutes plagiarism, ask me or pick up the Douglas College guide to plagiarism. (Note: I have identified examples of plagiarized work several times in the past two years.)
- You may cite your material using the MLA, APA or anthropological citation systems. I have added a short guide to citing materials in anthropology and would encourage any of you planning to continue in anthropology to use this method. It is relatively straightforward and will be required for essays in anthropology at SFU or UBC.
- Your references cited page must have complete citations including both the name of the book or journal and the chapter title or article title.

## A Short Guide to Citations and Bibliographies in Anthropology

Anthropologists use a system of 'internal footnoting' in their writing. The sources of all direct quotations must be cited in this way, as should any information paraphrased by you. Then, only the sources actually cited in the paper are listed on the 'References Cited' page at the end of your essay. The general style is illustrated with the following example from a research paper.

Note: I am happy to answer any questions about this style. Other examples are found throughout the *Handbook of North American Indians* series, available in the library.

### Sample Text

First, Ellen and Harris note that the representation of traditional ecological knowledge results in its presentation *outside* of culture, despite a regular call to stop separating this knowledge from the people and situations in which it is generated, reproduced and transformed (Ellen and Harris 2000:25-26). In my mind, the sum of the data points on topographical maps is not equal to the entire social context despite the fact that the data is often used that way. Second, it is assumed that the value of TEK is derived from an origin in lived experience (Kuhn and Duerden 1996:74). Nadasdy comments:

... there are those who do not subscribe to this rigid distinction between humans and the environment [and] ... in the absence of a strict separation between humans and the environment, the very idea of separating 'ecological' from 'non-ecological' knowledge becomes nonsensical (Nadasdy 1999:4).

To use a Western definition of the physical environment denies native peoples the opportunity to teach me about their knowledge and conception of the world.

### Explanations

Citations are offered after quoted and paraphrased material. Direct quotations shorter than three sentences are typed directly into the essay text and offset with quotation marks. Direct quotations longer than three lines are set off from the rest of the text using single spacing and indentations.

### References Cited

Ellen, Roy F. and Holly Harris 2000 Introduction. In *Indigenous Environmental Knowledge and its Transformations: Critical Anthropological Perspectives*, Roy F. Ellen, Peter Parkes, and Alan Bisker, eds. Toronto: Harwood Academic Publishers, pp 1-35. (This is an example of a BOOK CHAPTER)

Kuhn, Richard G. and Frank Duerden 1996 A Review of Traditional Environmental Knowledge: An Interdisciplinary Canadian Perspective. *Culture* 16(1):71-84. (This is an example of a JOURNAL ARTICLE)

Maffi, Luisa 2001 *On Biocultural Diversity: Linking Language, Knowledge, and the Environment*. Washington DC: Smithsonian Institution Press. (This is an example of a BOOK)

Nadasdy, Paul. 1999. The Politics of TEK: Power and the 'Integration' of Knowledge. *Arctic Anthropology*. 36(1-2):1-18. (This is an example of a JOURNAL ARTICLE)

## **Review of Sources Essay: Style Sheet**

### **Writing the Introduction and the Paper**

Now that your prospectus is finished, you must turn your attention to critiquing your sources drafting your essay. I ask you to submit a one page (usually one paragraph) introduction to your essay. To complete this part of the assignment, you will have to have some idea of the direction for the entire paper. I recognize that writing the introduction before the rest of the paper is finished can be challenging. Certainly, I would not expect that the introduction of your final paper would be the same as the version you submit on March 10. That said, the introduction to a paper like this – and your organization of that introduction – says a lot about the likelihood of writing a good paper by the end of term.

A good introductory paragraph for an essay like this would include, at minimum:

- Statement of the topic that unites the two sources
- A short introduction to each source including the name of the source, the author(s) and the date of publication
- A direction (thesis?) for the paper pointing the reader towards your feelings, opinions and impressions of the sources

### **Models for a Review Essay**

1. Introduction
2. Reviews and Critiques
  - a. Review 1
  - b. Critique 1
  - c. Review 2
  - d. Critique 2
3. Synthesis: Compare and Contrast
  - a. Discussion of Other Themes
4. Conclusion
  - a. Restate Direction or Conclusion

OR

1. Introduction
2. Reviews
  - a. Review 1
  - b. Review 2
3. Critiques
  - a. Critique 1
  - b. Critique 2
4. Conclusion
  - a. Compare and Contrast
  - b. Restate Direction

**Comparative Review Essay Grading Form for Anthropology 1160 (For Final Essay)**

	Great	Good	OK	Oops!	Marks
<p>Essay Introduction</p> <p>Gives paper direction by introducing the two sources, topic, and your opinion.</p>	Well written and well organized introduction which gives clear direction to the paper and your evaluation of the sources.	Introduction is well stated and sharply focused.	Introduction is vague, poorly stated, or is not appropriate. Your evaluation of the sources is not clear.	Introduction is missing some or elements. Paper is not introduced properly or effectively	/2
<p>Article Summaries (2)</p>	Summary is clear, concise and hits the main points. Summary sets up the evaluation. Summary is thoughtful.	Summary hits the main points of the article or book. Reader gains some insights.	Summary reviews the basics of the text but misses some of the points. Summary is basic or general. Reader gains few insights.	Summary is unclear and leaves reader with questions about what text is about.	/3  /3
<p>Critique: identify the value of the source material to your topic. (2)</p>	Critique considers carefully the value, good and bad, of the sources in question. Reader knows value of the source to the larger topic.	Critique offers some consideration of value of the source. Some consideration of the author's ideas.	Critique is limited in its consideration of the value of the source. Critique focuses primarily on writing style and not ideas.	Critique is unclear, vague, or non-existent.	/3  /3

Applies course material or otherwise demonstrates relevance of both sources to Anthropology of Canada	Link between summaries, critiques and anthropology of Canada is clear, articulate, and insightful.	Canadian anthropology is evaluated with reference to sources, but the connections are limited.	Canadian anthropology is mentioned but only because the books are about Canada.	No connection to the Anthropology of Canada is made.	/2
Proper and effective use of quotations and citations	Excellent use of quotations to illustrate your points. Citations are clear and presented consistently.	Some quotations used. Citations are used properly.	Citations are not always given. Format of citations is inconsistent. Few, if any, quotations.	No citations or no quotations.	/2
Grammar, spelling, style	Few or no errors in spelling and grammar. Concluding paragraph is robust. Paper is well organized and easy to read.	Several spelling and/or grammatical errors that do not interfere with meaning. Concluding paragraph draws paper together adequately. Paper has decent organization.	Many spelling and/or grammatical errors that interfere with meaning. Poorly articulated conclusion or a conclusion that doesn't draw themes of paper together. The paper is hard to follow because of poor organization.	So many spelling and/or grammatical errors that the meaning is lost. No conclusion.  Organization? What's that?	/2
Total Mark /20					/20
Additional Comments					