

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

**Fall 2008, Tuesdays and Thursdays 4:30 – 6:20p (NWN 3460)**

**Instructor:** Tad McIlwraith (Please call me Tad.)  
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**Office Hours:** Tuesdays 3:30p-4:30p (and others as announced)

*I am available at other times by appointment. You may also contact me at any time at the email address listed above.*

### **Other Course Resources**

[www.tadmclwraith.com](http://www.tadmclwraith.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 Skype status on the front page of the website.

[www.anthroblog.tadmclwraith.com](http://www.anthroblog.tadmclwraith.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.

### **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.

## 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 three written assignments for this course. All are related to a final essay. The first written assignment is a prospectus outlining your intentions for an essay project. It is due in class on September 30, 2008. The second assignment is a submission of the first paragraph of your essay. It is due on October 30. The final assignment is an essay of 2000-2500 words. It is based on your prospectus and uses the introductory paragraph you have already drafted. It is due in class on November 25, 2008. All assignments will be discussed in class and handouts will be provided.

## Evaluation

<u>Assignment</u>	<u>Due Date</u>	<u>Weight</u>
Essay Prospectus	September 30	15%
Midterm I	October 2	20%
Essay Introduction	October 30	10%
Midterm II	November 6	20%
Essay	November 25	25%
Final Quiz	December 2	10%

## 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.

Please Note: Creating 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.

## **Policy on 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.**

## **Late Assignments**

Penalties for late assignments will be discussed in class. No assignments will be accepted after the last day of our class (December 2, 2008).

## **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 2, 4)

- M&Y Chapters 1, 2 (Sept 4)
- Jarvenpa Prologue (Sept 4)
- Film: A People's History (Excerpts)

Week 2: Archaeological and Historical Research in Canada (September 9, 11)

- Jarvenpa Chapter 1 (Sept 11)

### First Nations Cultures and Regional Diversity

Week 3: Atlantic Canada (September 16, 18)

- M&Y Chapter 3 (Sept 16)
- Jarvenpa Chapter 2 (Sept 18)
- Film: Mi'kmaq Family

Week 4-5: Iroquoians and Midterm I (September 23, 25, 30, October 2)

- M&Y Chapter 4 (Sept 23)
- **Prospectus is Due on September 30**

### Midterm I is on October 2

Weeks 6-7: Algonquians and Eastern Subarctic (October 7, 9, 14)

- M&Y Chapter 5 (October 7)
- Jarvenpa Chapter 3 (October 7)
- Film: Black Robe

Week 7-8: Plains (October 16, 21)

- M&Y Chapter 6 (October 16)
- Jarvenpa Chapter 4 (October 16)

Week 8-9: Northwest Coast (October 23, 28)

- M&Y Chapter 8 (October 23)
- Jarvenpa Chapter 5 (October 23)
- Film: Laxwesa wa (Strength of the River)

Week 9-11: Western Subarctic and Midterm II (October 30, November 4, 6)

- M&Y Chapter 9 (October 30)
- Jarvenpa Chapter 6 (October 30)
- Slides: Tahltan People of Northern BC

**Midterm II is on November 6**

**November 11: No Class**

**Contemporary Concerns**

Week 11-13: *Northern Passage* and *The Arctic* (November 13, 18, 20, 25)

- Jarvenpa: Aftershock (November 14)
- M&Y Chapter 10 (November 19)
- Films: Journals of Knud Rasmussen; Nanook of the North; Netsilik Eskimo

Week 13: Contemporary Issues (November 27)

- M&Y Chapters 11, 12 (November 27)

Week 14: Final Quiz (December 3)

## Watching Anthropological Films

I find it hard to talk about anthropology without providing you with some sense of how it is done and what anthropological studies look like. With that in mind, films and slide presentations will contribute greatly to our class material and your understanding of key concepts in cultural anthropology. I will introduce each film and provide questions to encourage you to connect what you see with what we discuss in the lectures. After the film we will discuss the questions as a class, or you will discuss the questions together in small groups. As a group, you may be asked to present some of your findings to the class informally.

*Note: The viewing and analysis of films and the discussion sessions are as important as the lectures and readings. Questions on each exam will be geared to the films and you might see some of the discussion questions appear as short answer questions on the tests.*

We will use anthropological films as a way to ‘experience’ another culture without actually going there. You should be aware, however, of some quirks and problems associated with visual anthropology and recording of cultures on film. Some of these issues relate to you and how you see visual representations. Others relate to problems with the media itself.

Here are some issues, warnings, and things to watch for in every film or slide presentation you see:

1. *Anthropological videos are not made as entertainment.* I am showing the presentations for their value as teaching aids. You may enjoy the film, or, you may not enjoy the film ... in either case, it would be helpful for the discussions if you could explain how you feel and why.

2. *Watch for biases.* (This is key and will come up in your discussions.) Anthropologists and the video makers (usually not one and the same!) are products of their own cultures. They will have the same sorts of biases that are apparent in any fieldwork research. At the same time, some films have more direct biases, and you need to watch for them.

Some films are limited in scope and their presentations of single aspects of a culture may frustrate you ... Other films are old, and they may be narrated in old styles, use gendered language, etc.

3. *How are people portrayed or described?*

Are the people in the films described as ‘others’ in contrast to ‘Western’ society? Or, do the films portray the merits of the culture shown in its own terms?

4. *What is going on outside the frame of the film?*

Remember, films are edited for all sorts of reason including content, emotion, story, or time. What might be on the cutting room floor? What happened right beside the action you see? How does that impact the presentations you see?

5. *Generally, what is the film about and how does it tie into the lecture from today?*

When watching the films, note the connections between topics in the lecture and examples from the films. What do you learn about British Columbia, its people, cultures, politics?