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Course Description
In the first section we explore Mi’kmaw oral histories, cosmology and the complexity of sociocultural organization before colonization. In the second section we look at the impacts of colonization on the Mi’kmaw culture and governance. In the third section we look at contemporary Mi’kmaw issues such as court decisions on treaty implementation, justice practices, economic development, resource use, cultural production and reconciliation. Central themes of the course include for example: pre and early contact sociocultural organization, the consequences of colonization, Mi’kmaw resistance to cultural genocide, Indigenous legal traditions and their current applications, natural resource management, governance, rights, treaties, cosmology, gender relations, social change, and identity politics, through an in-depth ethnographic exploration of Mi’kmaw rights Atlantic Canada.

Course Format
This course is an advanced seminar consisting of assigned readings, research projects, in class writing assignments, lectures, films, guest speakers, group discussions and presentations.

Goals and Objectives

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<tr>
<td>1.</td>
<td>To critically assess the impact of colonization on Mi’kmaw peoples in Canada;</td>
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<td>2.</td>
<td>To examine and compare strategies to address social change and governance in Mi’kmaw communities;</td>
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<td>3.</td>
<td>To learn about Indigenous legal traditions and their application today;</td>
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<td>4.</td>
<td>To engage in discussions and develop action plans to build sustainable economies and reinvigorate Mi’kmaw cultures and knowledge;</td>
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<td>5.</td>
<td>To understand and practice ethical protocols and collaborative methodologies used in conducting anthropological research with Mi’kmaw communities.</td>
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<td>6.</td>
<td>To practice decolonization in every day actions.</td>
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<td>7.</td>
<td>To implement the Calls to Action of the Truth and Reconciliation Commission.</td>
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Required Texts

Battiste, Marie (ed) (2016) *Living Treaties: Narrating Mi’kmaw Treaty Relations*  
Sydney: Cape Breton University Press.

Gespe’gewa’gi Mi’gmawei Mawiomi (2016) *Nta’tugwaqanminen: Our Story Evolution of the Gespe’gewa’gi Mi’gmaq*  
Halifax: Fernwood Publishing.


Required Assignments and Grading

1. **Participant Observation field notes exercise.** Participant observation is an important research method in anthropology. Attend the beading night (1st class). In a 2 page report describe in as much detail as possible the who, what, when, where, why and how of the significance of beading in Mi’kmaq culture and your experience participating in the beading event. **Due January 17. 10%**

2. **Book Review.** Write an academic book review of Gespe’gewa’gi Mi’gmawei Mawiomi’s *Nta’tugwagonminen – Our Story*. An academic book review critically describes, analyzes and evaluates how the book contributes to our understanding of a particular subject. Your review will include:
   A] A short introduction of the author and the historical context of the book and a thesis statement identifying the main argument of the book, your evaluation (strengths & weaknesses) and why or in what ways the book demonstrates its strengths and or weaknesses (5 marks).
   C] Your evaluation and analysis (provide the evidence that helped you to arrive at your thesis statement) using examples from the text to support your point of view (10 marks).
   D] Conclusion (succinct summary of your review and the book’s contributions to the field, limitations, future research) (2 marks). 1000 words, double-spaced, 12-point font, Chicago style citation (author date), proper grammar. **Due February 14. 20%**

3. **Exploring Mi’kmaw Indigenous Communities - Pecha Kucha Style**
   Choose a Mi’kmaw Indigenous community or person you would like to learn more about and conduct research using online, participant observation and library resources. Design and present a Pecha Kucha style performance. (Pecha Kucha is a PowerPoint presentation consisting of 20 slides (images and text) x 20 seconds per slide = 6 minutes 40 seconds). Write a script for the 20 slides. Use academic sources and include a bibliography with the slide script. Be creative (song, prose, poetry, performance) and make sure you practice to be concise and keep pace. Email your slide presentation and script or copy it to a zip drive. **Presentations due February 28. 20%**

4. **In class reading presentations** (short summaries of required readings)
   Chapters from Living Treaties as assigned 1 x 10 = 10%.
5. **Indigenous justice circle exercise and essay assignments**

Using teachings from Mi'kmaw legal traditions we will conduct a customary law restorative justice circle. Each student will be required to research Mi'kmaw legal traditions, consider the lived realities of Indigenous peoples as they encounter the Canadian legal system and perform a role in a sentencing circle process. In addition to preparing and performing the role, students will write a position paper on Mi'kmaw customary law practices, the Marshall Inquiry Recommendations and the Mi'kmaw Legal Support Network. Each student will write an **Annotated bibliography (10%)**: conduct preliminary research – find and read a **minimum of 7** academic sources writing on Indigenous laws, restorative justice, and sentencing circles (journal articles, books, reports) and create an annotated bibliography. An annotated bibliography is a list of citations. Each citation is followed by a brief but thorough descriptive and evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy and quality of the sources cited. **Annotated bibliography due March 14.**

The **essay** must include a title, an introduction, a thesis statement, a well-constructed argument supported with evidence, 7 academic sources cited within using Chicago style (author date), a conclusion, a bibliography, a minimum of 15 pages of text doubled spaced 12 point font. Participation in the circle is mandatory and will take place on **March 28** the final essay is due **April 4**. Circle participation and essay = **30%**.

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<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tr>
<td>Participant observation exercise</td>
<td>January 17 (10%)</td>
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<tr>
<td>Assigned reading summary</td>
<td>As assigned (10%)</td>
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<tr>
<td>Book review</td>
<td>February 14 (20%)</td>
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<tr>
<td>Mi’kmaw community pecha kucha</td>
<td>February 28 (20%)</td>
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<tr>
<td>Annotated bibliography (justice)</td>
<td>March 14 (10%)</td>
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<tr>
<td>Justice circle enactment</td>
<td>March 28 (10%)</td>
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<tr>
<td>Mi’kmaw justice essay</td>
<td>April 4 (20%)</td>
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*Late assignments will not be accepted. Failure to hand assignments in on time will result in a grade of zero for the assignment.*
Required Readings and Lecture Schedule

January 10 – Welcome – Introductions and Beading Night (participant observation)
January 17 - Archaeological and Cultural Histories Chapters 1, 2, 3 in Our Story

**Participant Observation assignment due 10%**

January 24 – Treaties Chapter 5 in Our Story, Introduction & Chapters 1, 2, 3 in Battiste

January 31 – Chapter 6 in Our Story, Chapters 4 & 5 in Battiste

February 7 – Chapters 7, 8 in Our Story, Chapters 6, 7, 8 in Battiste
February 14 – Chapters 9, 10, 11 in Battiste **Book review due 20%**

February 28 – Exploring Mi’kmaq Indigenous Communities and People Pecha Kucha Night 20%

March 7 – Chapters 12, 13, 14 in Battiste
March 14 – Chapters 15, 16, 17 in Battiste. **Annotated bibliography due 10%**.

March 28 – Justice circle exercise.

April 4 – **Essays due, in class presentations.**

Suggested readings:


Mi’kmaq-Maliseet Nations News www.mmnn.ca


Royal Commission on the Donald Marshall Jr., Prosecution, 1989 all volumes on reference at the StFX library (particularly volume 3 The Mi’kmaq and the Criminal Justice system in Nova Scotia).
* Academic integrity is a priority. 
http://www.mystfx.ca/services/registrar/academic-integrity-document.pdf

Everyone learns more effectively in a respectful, safe, and equitable learning environment free from discrimination or harassment. I invite you to work with me to create a classroom space—both real and virtual—that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity. These values and practices are in accord with the StFX Discrimination and Harassment Policy, which can be found at http://www.mystfx.ca/campus/stu-serv/equity/. Please feel free to discuss with me any questions or concerns you have about equity in our classroom or in the StFX community. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair/Coordinator of the Department/Program or the Human Rights and Equity Advisor.

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Course Code of Conduct:
We agree to: treat each other with respect; to allow each person equal time and opportunity to share their opinions without prejudice; to keep an open mind when listening to opinions that differ from our own and share our views without causing harm to others; to be on time and to be prepared.

The order and content of this syllabus are subject to change.

Due to the highly experiential nature of this course your attendance is required. Please make sure you do the readings before class and be prepared to engage in all of the discussion and activities. Late assignments will not be accepted. Failure to hand assignments in on time will result in a grade of zero for the assignment.