

INDIGENOUS WOMEN – FIRST NATIONS WOMEN, Sept. 2006

UNIVERSITE CONCORDIA UNIVERDSITY
INSTITUT SIMONE DE BEAUVOIR INSTITUTE

WSDB381, Classroom: MU101, 2170 Bishop
Thursday: 10:30 – 1:00, Instructor: Kahentinetha Horn
Office Hours: by appointment, 450-635-9345, kahentinetha2@yahoo.com

ESSAY OUTLINES DUE: SEPT. 28, 2006
ESSAYS DUE: NOV. 16, 2006
TEXT BOOK CHAPTER PRESENTATION
ESSAY OUTLINE PRESENTATION

Main Theme: “Indigenous Women’s political rights and their exclusion from European cultural categories”. This course will be presented from the perspective of a Haudenosaunee woman in keeping with the obligation of all states under international law to learn about history from the perspectives of “minorities”.

Core Text: Mann, Barbara A. Iroquois Women: the Gantowisas. New York. Peter Lang. 2000.

Class readings are available in the reading room, at the bookstore or in the Webster Library. Readings not found in the core text are reserve at three sites: the Simone de Beauvoir Institute Documentation Center, the Webster Library and the Vanier Library.

Each student will be expected to:

- Attend all classes and participate actively (20%);
- Submit a written outline of their research paper (10%)
- Make an oral presentation to the seminar on their research outline 10%;
- Make an oral presentation on a chapter from the core text 10%;
- Produce a 20-page annotated research paper by Nov. 16, 2006 (50%).

Packet includes:

- Schedule of classes
- Reading and presentation assignments from core text
- Course Index
- List of topics for research papers
- Selected bibliography
- Papers in SdeB Reading Room
- Marking criteria

HISTORY OF INDIGENOUS WOMEN 2006
Lectures and topics

WSDB 383/2: Thurs. 10:30-1:00, Simone de Beauvoir Institute, Concordia University, Room 101, 2170 Bishop St., Montreal

***In Reading Room**

Sep 7 (1)	1) Opening: 2) Handouts and information 3) Research methodology	-Essay topics -Text book: Barbara Mann, "Iroquois Women, the Gantowisas"	-Schedule -marks/marking criteria -ethics -bibliography -Reading Room -Info sources/research	Assignments
Sep 14 (2)	1) Indigenous Women's impact on North America; 2) Modern misconceptions; 3) Policy Impact: Is Indigenous annihilation an inevitable by-product of colonialism?	-Mann: -Carter, "Capturing Women" -Neu: "Accounting for Genocide"	-Mann: "Woman Falling from the Sky", 1-10; -Mann: "No Face Husk Doll", 13-57; *Carter: Ch. 5, "Representations of Aboriginal Women in the Colonial Imagination", 158-192; *Neu, "Duncan Campbell Scott and the Canadian Indian Department" 88-102	
Sep 21 (3)	1) Colonial goal of assimilation; 2) Rotinoshonn:ni/Long house philosophy	-Video: Rabbit -Proof Fence; -Mann; -Horn-Miller	-Mann: Ch. 2, "The Direction of the Sky: Gendered for Balance", 59-112; *Horn-Miller: "Wasase – Bring Us Back to the Dance".	
Sep 28 (4)	1) Intro: consensual decision making process; 2) European democracy & the Rotinshonni philosophy of consensus: impacts on Indigenous women	-Kahn-Tineta Horn -Mann; -Spittal;	*Horn, Ch. 2: "An Analysis of On-going Struggle Between Great Law and Handsome Lake Code", 23-27; -Mann, Ch. 3: "They are Soul of Council, Women's Role in Political Life", 116-182; *Spittal: "Iroquois Clan & Political Systems", 200-208.	ESSAY OUTLINES DUE
Oct 5 (5)	1) Cross-cultural encounters: Indigenous Women and colonizers; 2) Indigenous influence on Women's movement – European captives choosing to remain w. Indigenous society.	-Huey & Pulis; -James E.A. Seaver -Mann; -Spittal	*Huey: "Molly Brant, A Legacy of Her Own", 13-23; -Seaver: "Narrative of Life of Mrs. Mary Jemison", 17-30; -Mann: Ch.4, "Good Rule: They Assist One Another", 185-237; *Spittal: "Root of Oppression is loss of memory: Iroquois & Early Feminist Vision", 223-227.	
Oct 12 (6)	1) Indigenous roots of international law 2) How do Women's &	-Grace Woo; -Lovelace; -Deer;	*Woo: "Canada's Forgotten Founders"; -Lovelace v. Canada; "Award Address";	

	Indigenous rights movements compare? 3)Woo: Is Canada a colonizer?	-Mann;	*Deer: "The Failure of International Law". -Mann: Ch. 5: "No Whips, No punishment, No Threats: Women's Control of Social Life", 240-289	
Oct. 19 (7)	1)Turning point: Blocking the International Bridge 1968; 2)Tables are turned.	-Mann: -2 Videos: -"You are On Indian Land", 20 mins.; -"Baakeiuria" 30 mins.	-Mann: Ch. 6. "Come Let me Untangle Your Hair: Women as Faithkeepers", 292-354; -Mann: Epilogue: "Now Our Minds are One", 357-358.	
Oct 26 (8)	1)Oka Crisis 1990. Modern Women warriors; 2)Indigenous relations with Canadian Government: conflict between tradition and Indian Act	Video: "Okanada" Grace Woo.	-Ariwakehte, Kanehsatake; *Woo: "C-31 & its consequences"	
Nov 2 (9)	1)Colonization of North/Indigenous Women & Colonial Law. 2)Does Royal Commission on Aboriginal People protect traditional rights of Indigenous women?	-Video; -Horn	-"Kikkik"; -Royal Commission on Aboriginal People	
Nov 9	1)Indigenous Women & the courts; 2)Perpetuating misconceptions.	-Displacement by health care & social service systems; -Video. -Tekarontakeh	-"They Lied to you in School".	
Nov 16 (10)	1)Indigenous Women in high level Positions; 2)Women in the movement	-Video	-"Lakota Woman"	
Nov 23 (11)	1)Is Indigenous knowledge relevant today?; 2)Tour of Tiotiake	-Video; -Arihwakehte		
Nov 30 (12)	Consensual decision making exercise	-Final class	-Essay marks	

READING AND PRESENTATION ASSIGNMENTS: Mann, Barbara. Iroquois Women: The Gantowisas. Peter Lang. New York. 2000.

1. "Woman Falling From the Aky", 1-10. Presentation Oct. 5.
i) _____ ii) _____
2. Chap1. No-Face Husk Doll: "Woman Wiped Clean from the Record". 13-57. Presentation Oct. 12.
i) _____ ii) _____
3. Chap. 2. The Direction of the Sky: "Gendered for Balance". 59-112. Presentation October 19.
1) _____ ii) _____
4. Chap. 3. "They are the Soul of the Council, Women's Role in Political Life". 116-182. Presentation Oct. 26.
i) _____ ii) _____
5. Chap. 4. "Good Rule: They Assist One Another". 185-237. Presentation Nov. 2.
i) _____ ii) _____
6. Chap. 5. "No Whips, No Punishment, No Threats: Women's Control of Social Life". 240-289. Presentation Nov 9.
i) _____ ii) _____
7. Chap. 6. "Come. Let Me Untangle Your Hair: Women as Faithkeepers". 292-354. Presentation Nov. 16.
i) _____ ii) _____
8. Epilogue. "Now Our Minds are One". 357-358. Presentation Nov. 23.
i) _____
- 9) Accounting for Genocide. 88-102. Presentation Nov. 30.
i) _____ ii) _____

COURSE INDEX

INDEX (Below): Main theme; core text; expectations of students; marking criteria (papers should have; special considerations; negatives); ethics and ethical considerations; plagiarism.

1) Main theme: “Indigenous Women’s Political Rights and their exclusion from European Cultural Categories”. This course will be presented from the perspective of a Haudenosaunee/Iroquois woman in keeping with the obligation of all states under international law to learn about history from the perspectives of “minorities”.

2) Core text: Barbara Mann, *Iroquois Women: the Gantowisas*. New York. Peter Lang. 2000.

Class readings are available on campus, at the bookstore or in the Webster Library. Readings not found in the core text are reserved at three different sites: the Simone de Beauvoir Institute Documentation Center, Webster Library and Vanier Library.

3) Student expected to: Attend all classes and participate actively (20%); Submit a written outline of their research paper (10%); Make an oral presentation to the seminar (10%); make a oral presentation of text book chapter with two other students (10%); Produce a 20-page annotated research paper by Nov. 30, 2006 (50%). Essays will be marked according to the criteria outlined in this packet.

4) Marking Criteria: what a paper should have; special considerations; and negatives. See outline in packet.

5) ETHICS AND ETHICAL CONSIDERATIONS. The work you do for this course may involve humans. If you plan to interview people as part of your research, observe people in a shopping mall, or read someone’s diary, then your research involves humans. Any research as part of course requirements involving humans must receive approval from the Institute’s Ethics Committee. You need to fill out a form for Ethics Approval. Get a copy of the form from Linda, the Academic Advisor of the institute. Submit completed forms to the mailbox of Viviane Namaste. This should be done early in the term. You can get more information about ethics and specific instructions on how to fill out the forms on the Institute’s website.

<http://132.205.222.50/wbdb/>

6) PLAGIARISM will not be tolerated: See the following site for information on what constitutes plagiarism and other forms of cheating, as well as the consequences for such offenses:

<http://cdev.concordia.ca/CnD/studentlearn/Help/handouts/WritingHO/AvoidingPlagiarism.html>

LIST OF TOPICS FOR RESEARCH PAPERS: (only one student will be assigned to each topic).

1)The Colonial Goal of Assimilation. The role played by no-native women in the colonizing endeavor – the secretaries, the nurses, the nuns. Illustrate how the colonial endeavor simultaneously empowered non-native women in the colonizing society and at the same time kept them down in the hierarchy. This is related to the phenomenon identified by Memmi – where the oppressed participate in oppressing others. another angle is the way hierarchical social structures foster oppression.

2)How Canada violated the Convention on the Prevention and Punishment of the Crime of Genocide, U.N.T.S. No. 1021, vol. 78 (1951) p.

3)How the media maintains stereotypes about indigenous women. What is the mainstream conception of Indigenous women? The students should present their own impressions and those of other people concerning the past and present lives and problems of native women.

4)What contributions have Indigenous women made to modern Canada?

5)What is the Role of Women in Rotinoshonnon:we society?

6)What is the role of European concept of democracy differ from Rotinoshonnon:we consensus in the treatment of women's rights? This requires a reference to the Rotyinshonon:we/Longhouse philosophy. How has Indigenous philosophy influenced the development of the women's movement

7)Is modern democracy the product of patriarchal misconceptions?

8)Cross-cultural encounters between Indigenous women and the colonizers.

9)Why did European women captives choose to stay with Indigenous society?

10)What was the impact of the residential school experience on Indigenous women?

11)How did Canada's assimilation policy affect the place of Indigenous women in (a particular) Indigenous society?

12)What roles do woman warriors play in the conflict with colonial society?

13)What contribution has X made to the movement for Indigenous rights? (The contribution/s of particular women activists may be explored here, e.g. Lee Maracle, Roberta Jamieson, ... as a modern woman warrior).

14)Does the Royal Commission on Aboriginal People protect the tradition rights of Indigenous women?

15)How does the Indian Act undercut the traditional roles of Indigenous women? What are Indigenous relations with the Canadian government? Explain the conflict between genuine tradition and the Indian Act.

16)The forgotten Indigenous roots of modern international law.

17)What role did women play in Indigenous activism? How do the movements for women's rights and Indigenous rights compare?

18)A turning point: the blocking of the International Bridge in 1968 with an overview of the Jay Treaty. (NFB film, "You are On Indian Land"); Ganienkeh – reclaiming Mohawk land in New York State, conflicts, negotiations and outcome – an interesting experiment.

19)Native women and the courts. Are Indigenous women in Canada protected by the police? What are the causes and symptoms of "criminality" if any among Indigenous women?

20)Did Bill C-31 improve the lot of Indigenous women in Canada? "International law and the rights of Indigenous Women In Canada".

21)Can Canada affirm traditional rights of Indigenous women?

22)The Oka/Mohawk Crisis of 1990: describe the role of women in the conflict. What did Oka represent for indigenous women? How did Canada's treatment of the issues raised at Oka impact the women involved?

23)Does Canada's approach to the Burnt Church fishing issues demonstrate improved respect for women?

24)The modern native women. What are the modern struggles of Indigenous women? Can traditional Indigenous values contribute to the lives of modern women?

25)How did the usurpation of Indigenous health care by the government affect native women, i.e. midwifery? Women had to leave their homes in isolated communities to stay in southern hospitals to await delivery. They had to leave their husbands, children and extended families. How does this affect women and their role in the family? Was their responsibility for family cohesion taken away from the matriarch and given to outside institutions?

26)The role of women in reclaiming land in the Six Nations "Haldimand Tract" issue of 2006. How did Canadian society and mainstream media react to the seizure of the Melancthon windmills and why?

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***Works including class readings are marked with an asterix.**

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PROF. KAHN-TINETA HORN SEP. 2006 - MARKING CRITERIA

1. Explore and issue
 - Define the issue
 - Give an appropriate if different perspectives on it
 - Explain the Indigenous perspective
 - Show an awareness of an Indigenous woman's perspective
2. Is there a hypothesis?
3. Is the student aware of their assumptions?
4. Do you raise and address arguments for and against their hypothesis?
5. Do you make an appropriate review of the literature?
6. Analysis – for and against
7. Conclusion- did you fulfill what you set out to say
8. Quality of writing
9. Bibliography – does it show whether you researched it enough
10. Is there originality of thought?

A PAPER SHOULD HAVE:

Well defined issue
 Hypothesis that is tested though good analysis
 Well documented assertions of facts
 Excellent review of the literature
 Well ordered bibliography
 Good titles, subtitles and general organization

SPECIAL CONSIDERATIONS

Subject is new to students
 Students have no background
 What most know is false
 Has student come to terms with their own misunderstandings
 Has student taken on a challenging, difficult or original topic?
 Persuasiveness

NEGATIVES

Poorly organized thought
 Cliché statements
 Allegations of fact not supported by documents or evidence
 Unsubstantiated generalizations
 Inaccurate footnotes
 Improper citations
 sloppy writing
 Poor research
 Plagiarism

