INDIGENOUS RESURGENCE
ANTH/SOCI 303

Course Director:
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Department of Sociology and Anthropology
Office: H-1125-11
Office Hours:
Tuesdays & Thursdays: 11:45am to 12:45pm,
4:30 to 6:00pm
Contact: maximilian.forte@concordia.ca

Winter semester, 2012-2013
03 credits
January 8 - April 11, 2013
Meeting days and times:
Tuesdays & Thursdays: 10:15—11:30am
Campus: SGW, Room: FG-B030
Course Website:
http://indigeneity.wordpress.com

DESCRIPTION

Indigenous Resurgence (3 credits)
Prerequisite: See N.B. number (1). Through a selection of case studies from the Americas, Australia, and New Zealand, this course focuses on contemporary Indigenous political struggles, cultural resurgence, race and identity, language revival, urbanization, transnational organization, Indigenous media, and debates concerning tradition.

THE RATIONALE FOR THE COURSE

This course is conceived as an application of political anthropology dealing with Indigenous Peoples and their many confrontations and engagements with “globalization,” both old and new. Focal concepts and issues in this course revolve around resistance, revitalization, recovery, survival, revival, colonial legacies, assimilation, race, and tradition. At different points we also consider the politics of knowledge production and the relationship between Indigenous Peoples and Western anthropologists. The following provides some background to the problems at the core of this course.

“The Problem of Being Indigenous”

Western scholars and policy-makers have predicted the demise of Indigenous cultures and identities, for at least the past two centuries—a gradual vanishing that would either be accomplished by design, by providence, or due to what was believed to be Indigenous Peoples’ inherent racial and cultural inferiority. Difficult to miss are the often repeated exclamations that Indigenous societies are living in danger of extinction, given that they are rooted in socio-cultural and ecological landscapes that have undergone radical transformations, while the power of transnational corporations and states only seems to increase as modernization makes greater inroads. Indigenous societies are often written about in (non)Indigenous media in pathological terms: peoples headed towards self-destruction, plagued by alcoholism, domestic abuse, and disease. Cultural change is also often equated with loss when speaking of Indigenous cultures and identities. The question of who can now proclaim to be a “real Indian” is increasingly becoming voiced and debated, quickly becoming one of the front lines in the struggle to recover Indigenous identities.

An emphasis on “loss” seems to disqualify Indigenous peoples from the future, while denying them agency in the present. Today’s challenges are many of the same that Indigenous peoples have had to confront for the past five centuries, and rather than crumbling in the face of world capitalism, Indigenous cultures today are still many, varied, and in various cases showing new signs of revitalization. These observations are not meant to deny or evade the many tremendous, sometimes
genocidal, forces that have been at work against various Indigenous societies, as it is recognition that Indigenous peoples and cultures remain to struggle against those challenges, and reproduce themselves in the very act of confronting those challenges. This is one of the main reasons that this course focuses on the political activism of Indigenous persons and nations in maintaining and recovering their cultures.

“Indigenism” and “resurgence” are related ways of conceptualizing this Indigenous political activism that aims at recovering and defending Indigenous forms of social organization and Indigenous cultural meanings.

“Becoming Indigenous Today”

Indigenous resurgence refers to active processes involving Indigenous Peoples creating their own futures and appropriating global resources for their own culturally specific purposes. Indigenous movements of various kinds are actively engaged in multiple projects of preservation, renewal, and self-transformation, whilst facing an array of new difficulties, both within and from the wider societies in which they are located.

We have seen many new resurgence movements since at least the 1960s, seeking to protect and reaffirm Indigenous cultures and communities, while often confronting nation-states, corporations, or hostile members of the wider societies they inhabit, not to mention dealing with political cleavages internal to Indigenous communities. Indigenous peoples are also increasingly coming to organize themselves on a transnational basis of considerable scope, via such organs as the United Nations, through their own regional and hemispheric confederations, and via Indigenous media.

Some Key Questions

This course will invite students to critically address the following questions:

1) How is Indigenous resurgence treated in contemporary anthropology?
2) What are the predominant ideas and manifestations of indigenism?
3) What are the challenges that confront Indigenous peoples in representing and organizing themselves?
REQUIRED TEXTS

The following three texts are available in the Concordia Bookstore
The first price is for new copies, the second refers to used copies.

**FIRST PEOPLES**
Jeffrey Sissons
$22.94/$17.25

Referred to as [SISSONS] in the Schedule of Readings

**INDIGENOUS EXPERIENCE: GLOBAL PERSPECTIVES**
Roger Maaka and Chris Andersen
$44.95/$33.75

Referred to as [MAAKA] in the Schedule of Readings

**INDIGENOUS PEOPLES AND GLOBALIZATION: RESISTANCE AND REVITALIZATION**
Thomas D. Hall and James V. Fenelon
$33.95/$25.50

Referred to as [HALL] in the Schedule of Readings

FIILMS

The following films have been placed on the Course Reserve (Webster Circulation desk) and/or can be found online. They are listed in the order they are shown in class:

- *Mabo: Life of an Island Man* (Australia, 1997)
- *You Are On Indian Land* (Canada, 1969)
- *Kanehsatake: 270 Years of Resistance* (Canada, 1993)

COURSE GOALS and INTENDED OUTCOMES

The study of contemporary indigeneity remains vital and relevant to understanding modern settler states such as Canada and Australia, as well as states with Indigenous majorities such as Bolivia and Guatemala. It is hoped that students will leave this course with a new and deeper appreciation of the continued presence and the politics of protest and dissent that are being brought to the fore by
many Indigenous communities and movements across North and South America, Australia, New Zealand, the Caribbean, and elsewhere.

Students intending to pursue further studies in anthropology, either at the undergraduate or graduate level, will find many of the issues, questions and theories presented in this course to be a very valuable basis on which to build. Students aiming at careers in the media, government, development or education should emerge with greater respect if not sympathy for contemporary Indigenous peoples and their struggles.

While the main theme of this course focuses on what is varyingly called Indigenous revitalization, resistance, resurgence or resilience, a key subtext of this course (usually presented in the lectures) focuses on anthropological knowledge. In particular, we will survey the theories and concepts developed by anthropologists, and some of the questions and debates that arise from their analyses of Indigenous resurgence, either sympathetic or critical.

EXPECTATIONS and RESPONSIBILITIES

As a student in this course, you are responsible for taking notes in this course: the course director does not distribute lecture notes, nor will he schedule special one-on-one sessions to tutor students who missed class. If you miss class, your only option is to get the notes from a colleague.

Regular attendance will clearly boost your chances for a successful outcome in this course, and knowing that students understand this means that the instructor will not need to take attendance. It has also been widely observed that students who invest in class discussion get more out of their course and perform much better overall. You are invited to make a contribution to class discussions, and to raise questions about anything that you find was not clearly explained, or is problematic in some other way.

As a student, you are also responsible for doing all assigned readings. Readings should always be completed in time for each new week, especially since deferring readings to later weeks will mean losing track of how ideas and arguments intersect, combine, or conflict. Also, delaying reading means a greater amount of time needed to prepare in the last days before an essay exam.

As the course director, it is my responsibility to present lectures that help to clarify, explain and further deepen reading materials. Sometimes the lecture materials supplement your readings, sometimes they explain the readings, and other times the lectures may add different material. It is also my responsibility to coordinate discussion sessions that serve to review key themes and questions presented by the readings, explain their relevance, and stimulate your engagement with the course material. I am also available for private advising during office hours.

As the course director, it is also my responsibility to fairly, critically, and dispassionately evaluate your degree of engagement, understanding and application of all course materials. It is my job to ensure that a record is made of the extent of your success in getting as much out of this course as possible.

ORGANIZATION of the COURSE

Usually, lectures will take place during the first session of the week. Sometimes, however, lectures may extend beyond that. In many if not most cases it will be very difficult to gain a solid understanding of the readings without the lectures and in-class reviews. The lectures attempt to fill
in, extend, clarify and explain the readings, and in some cases provide additional material which is not covered in the readings.

Discussion sessions, focused on the readings (and in some cases films), are a vital component of this course. In these sessions we will review, summarize and explain key themes of each assigned reading, and students should raise questions about aspects they did not fully understand, or points they felt were neglected. We should always feel free to openly debate the many contentious issues that will be presented. Students are asked to actively take the initiative and reflect on what they are reading and hearing, and to voice their opinions.

However, students should feel encouraged to always read in addition to whatever is assigned in the course, and the outcomes of additional, independent work tend to be strikingly positive where student success is concerned.

**COURSE REQUIREMENTS AND GRADING**

As the due date for each assignment draws near, detailed assignment sheets will be circulated on the course website and via e-mail. *It is critical that you enter a valid e-mail address in your “MyConcordia” account in order to receive important messages.*

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<th>ESSAY EXAM</th>
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<th>WEIGHT in the final grade</th>
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<td>1</td>
<td>Tuesday, January 15</td>
<td>Thursday, January 24</td>
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<td>2</td>
<td>Thursday, February 7</td>
<td>Tuesday, February 26</td>
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<td>3</td>
<td>Thursday, March 7</td>
<td>Thursday, March 21</td>
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<td>4</td>
<td>Thursday, April 11</td>
<td>Thursday, April 18</td>
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The essay exams are structured around materials provided in this course (lectures, films, readings, and if applicable, class discussions). Essays should have an introduction, main body, and conclusion. Sources need to be documented. In the main body, each paragraph should begin with a meaningful statement that indicates both the subject of the paragraph, while fitting in with the larger “map” of your essay as outlined in your introduction. Don’t read the assigned readings passively: for helpful hints on how to write, closely examine the writings of our authors in this course. In these essay exercises, usually only one question will be assigned, and the class will usually have no more than one or two weeks to complete the assignment.

Normally, papers will be returned to students two weeks after they have been submitted.

**COURSE POLICIES**

Please do not expect to receive any extensions for your assignments, and do not be late in submitting them. Only in extreme cases will late work be accepted, pending full and original documentation, and the final decision rests with the instructor. In all cases, precise, original documentation will be required before any extension can be granted, and only in the case of a death in one’s immediate family (i.e. parents, siblings), or serious illness. In such cases, the illness or death must cover most of the period during which given work has been assigned.
Students are responsible for acquiring course content. Therefore, if a class is missed, no independent tutorial will be provided by the professor to brief the student on what transpired in the class the student missed, nor will a summary or any notes be provided. Students may not video or audio record any lectures, nor take photographs during class. Students should make arrangements with one another to get a photocopy of the notes for a missed class, and be willing to return the favour.

If you enter the course with a pre-existing medical condition that will impede you from completing the course, then please speak to the instructor about your ability to successfully complete the course. This is to avoid any requests for late completion, which are generally not granted, and never granted after the course has already passed its last day of class.

Arrangements for Late Completion should be negotiated and arranged with the instructor before final grades are due. Only the most compelling reasons, with convincing documentation, can be considered. Please keep in mind that the instructor will most likely not accept requests for late completion.

There is one major exception to these policies: in the event of a major public health crisis, or events beyond the University’s control, alternative course requirements and grading policies will be developed and used.

There will be no supplemental work.

Do not call the main office for course-related inquiries.

**GRADING POLICIES**

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<tr>
<th>Grade</th>
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<td>A+</td>
<td>90-100</td>
<td>EXCELLENT</td>
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<td>A</td>
<td>85-89</td>
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<td>A-</td>
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<td>B+</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>D+</td>
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<td>D</td>
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The grading scale above is that which has been officially established by the Department of Sociology and Anthropology and is followed by all faculty.

It is important that you note the qualitative terms associated with numerical grades. Your work is first assessed qualitatively, and secondly the appropriate numerical equivalent is generated (usually to mark differences between papers received - see below). Please note that work that meets the basic requirements, that is fair, without major flaws, that is satisfactory, can only achieve a grade in the C range. Not getting a grade higher than that does not mean that you “lost points,” but rather that the points were never gained. Grades in the A range are not liberally awarded and thus tend to be more rare.

In general, student work is assessed in the following manner: Student assignments are evaluated in comparison with each other, normally done by the instructor assembling a random sample and highlighting the best elements of each paper, which then forms the template by which papers are judged. The paper(s) that set(s) the highest standards for student work will receive the highest grades. Numerical grading is used not so much as a tally of points, but as a means of distinguishing the achievements of various papers, in comparison with one another. Students will tend to judge their paper in isolation, which is understandable; however, please keep in mind that the instructor’s determination is a comparative one.
If a student feels that factual errors were made in an assessment, or that the evaluation was manifestly unfair, then of course the student should speak to the professor. Asking for a paper to be reassessed, however, does not mean that a higher grade will be the guaranteed outcome: in fact, the grade could go lower, or stay the same. Students’ performance in other courses is most assuredly not a valid basis for anticipating particular grade outcomes in this course.

Students are evaluated on the extent and depth to which they have utilized assigned readings, lectures, films, and class discussions when applicable. Students are also evaluated on their ability to successfully apply key course concepts to their own writing, and to write clearly and professionally. Analytical and conceptual clarity (the argument does not contradict itself repeatedly, the writer stays focused, any concepts used are defined, concepts are related to one another when applicable, pros and cons are considered, assertions are supported with evidence or logic), are vital elements of a paper deemed to be “very good” or better. Structure, logical organization, and effective writing are of substantial importance.

The allocation of points for course work follows this general pattern (assume that an assignment is marked out of 100 points):

20 points - Writing, Structure and Organization:
- an effective introduction that shows an understanding of the problem at hand, without modifying the original question to such an extent that the student is effectively addressing a problem that was not assigned;
- a conclusion that does not just repeat or summarize, but that draws together the main themes and ideas of the paper;
- significant ideas forming the first sentence of each new paragraph;
- ideas and paragraphs that flow from one to the other, so that there is no abrupt break; and,
- logical presentation: statements that logically follow from one another.

30 points - Analysis, Conceptualization:
- an effective paper is not one that contradicts its own main premises and statements, without a discussion of the reasons for the apparent contradiction;
- better papers tend to have a clear picture of the problem as a whole and its constituent parts;
- a demonstrated understanding of the key ideas, concepts, or theories is required - being able to apply and scrutinize those ideas, concepts, or theories makes for a better paper.

50 points - Supporting Materials:
- a well reasoned, logical, and analytical paper is further strengthened by being able to refer to supporting ideas or details from the assigned readings and other course materials; and,
- it is expected that students will try to cover, as much as is reasonable and applicable given the specific question, the assigned readings, films and lectures, without any unjustifiable exclusions.

ACADEMIC REGULATIONS AND PLAGIARISM ISSUES

Section 16 (Academic Information: Definitions and Regulations) of the Undergraduate Calendar will be strictly administered - particularly on deadlines, Failing Grades, Administrative Notations, Late
Completions=‘INCompletes’ (Grade/INC), ‘Failed No Supplementals’ (FNS), ‘Did Not Writes’ (Grade/DNW).

For this course, no bibliography is required when referring to assigned readings, in any assignment that is based solely on assigned readings. In such cases, when quoting one of your readings, or drawing attention to a supporting fact in a reading, simply end the sentence with a bracketed reference that contains the author’s surname, and the original page number - for example: (Smith, 22). Note that, like in all sentences, the final period comes after the closing parenthesis of the reference.

No references are required for lecture notes. You may encounter different policies on this elsewhere. However, the professor in this course believes that once a lecture is delivered, it becomes common knowledge for the course.

No references are required for class discussions. Thus you can also eliminate starting a sentence with “As we discussed in class.”

Note: You should generally not be writing for your professor but for an assumed general, educated audience, that may not know what you are talking about and thus needs you to explain it.

When referring to a film for the first time in a paper, write out its full name in italics, i.e., Chronicle of a Summer. Subsequent references can be shortened, i.e., Chronicle.

Do not waste any space by writing out the full title of an article or chapter within the body of an essay, unless it is an especially important piece.

**ANNOUNCEMENTS, E-MAIL USE**

In the event of an unscheduled cancellation of a class, the appropriate notice is posted by the University on its website. See the “Class Cancellations” link on www.concordia.ca. In addition, digital billboards on campus will announce the cancellation. You will also be notified by email.

For the duration of this course, please check your email at least once each week, and look for any messages that begin with the course number.

Having said that, please ensure that you have the right email address entered in your MyConcordia student profile. That is the same email address to which course messages are sent.

**DISCLAIMER**

In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

**IMPROVING STUDENTS’ ACADEMIC EXPERIENCE**

The University offers many services that can help students. To improve students’ ability to succeed in their courses, get the most out of the university experience, and ensure their success in completing their degree, it is strongly recommended that you make a note of the following list of services:
Concordia Counseling and Development offers career services, psychological services, student learning services, etc. http://cdev.concordia.ca/

The Concordia Library Citation and Style Guides: http://library.concordia.ca/help/howto/citations.html

Advocacy and Support Services: http://supportservices.concordia.ca/

Student Transition Centre: http://stc.concordia.ca/

New Student Program: http://newstudent.concordia.ca/

Access Centre for Students with Disabilities: http://supportservices.concordia.ca/disabilities/

Student Success Centre: http://studentsuccess.concordia.ca/

The Academic Integrity Website: http://provost.concordia.ca/academicintegrity/

Financial Aid & Awards: http://web2.concordia.ca/financialaid/

Health Services: http://www-health.concordia.ca/
SCHEDULE OF LECTURES AND READINGS

Part One:
Indigenism, Resurgence, and the Contemporary Global Condition of Indigenous Peoples

1. Tuesday, January 8 & Thursday, January 10
   a. Tuesday: Overview of the course, its background, rationale, objectives and requirements
   b. Thursday: Introductory Lecture: “Resurgent Indigenism”

Required Readings:
- [SISSONS] Ch. 1, Indigenism, pp. 7-35.

2. Tuesday, January 15
   a. Review and discussion of key points in the required readings from last week and the ones listed below:

Required Readings:

Optional Background Readings in course packs on Reserve:

First (very short) essay exam assigned on Tuesday, January 15, due on Thursday, January 24, 2013, at the start of class, in class. Worth 10% of the final grade.

Part Two:
Colonial Foundations and Legacies: Conquest, Exploitation, Eradication, Assimilation, Racism

3. Thursday, January 17
   b. Film: Part 1 of Rabbit-proof Fence (Australia, 2003)

Sunday, January 20, 2013
- Deadline for withdrawal with tuition refund from winter-term courses
- Last day to add winter-term courses

4. Tuesday, January 22
   a. Review and discussion of required readings.
   b. Film: Part 2 of Rabbit-proof Fence (Australia, 2003)
Required Readings:
- [MAAKA] Ch. 2, Trade, Slavery, Colonialism (Grant McCall), pp. 30-44.
- [MAAKA] Ch. 4, Hawai‘i Under Non-Hawaiian Rule (Michael Kioni Dudley & Keoni Kealoha Agard), pp. 72-90

5. Thursday, January 24
☞ Lecture: “Genocide and Ethnocide: Attempting Extinction in Practice”

Reminder: Essay #1 is due today at the start of class, in class. Worth 10% of the final grade.

6. Tuesday, January 29
☞ Review and discussion of required readings:

Required Readings:
- [MAAKA] Ch. 6, Extract from A Little Matter of Genocide: Holocaust and Denial in the Americas, 1492 to the Present (Russell Means), p. 115.
- [MAAKA] Ch. 8, Confronting Australian Genocide (Colin Tatz), pp. 125-140.

Optional Background Readings in course packs on Reserve:

7. Thursday, January 31
☞ In place of a lecture, we will review the central ideas and information presented in the required readings:

Required Readings:
- [MAAKA] Ch. 9, “Killing the Indian in the Child”: Four Centuries of Church-Run Schools (Suzanne Fournier and Ernie Crey), pp. 141-149.

8. Tuesday, February 5 & Thursday, February 7
☞ Lectures: “Certifiably Indian? Blood Quantum, DNA, Race” & “Anxieties over Authenticity and Purity”
☞ Film: Reel-Injun: On the Trail of the Hollywood Indian (Canada, 2010)—which can also be viewed online at:
http://www.cbc.ca/documentaries/passionateeyeshowcase/video.html?id=1454400439
Required Readings:

Optional Background Readings in course packs on Reserve:

Second essay exam assigned on Thursday, February 7, due on Tuesday, February 26, 2013, at the start of class, in class. Worth 30% of the final grade.

Part Three:
Knowledge, Theories, and Models: The Problem of Extinction, Resurgence, and Tradition

9. Tuesday, February 12 & Thursday, February 14
  - Theories of Evolution: “Inevitable Decline” in the “Science of Man”
  - Ideologies of Extinctionism: “Providential Decline” & Pathetic Primitivism

Required Readings:
- [MAAKA] Ch. 5, Colonizing Knowledges (Linda Tuhivai Smith), pp. 91-110.
- [MAAKA] Ch. 11, The West and the Rest: Discourse and Power (Stuart Hall), pp. 165-173.

Optional Background Readings in course packs on Reserve:
10. Tuesday, February 26
   ➤ Review and discussion of assigned readings from the previous session.

   Reminder: Second essay exam is due today at the start of class, in class. Worth 30% of the final grade.

11. Thursday, February 28, Tuesday, March 5 & Thursday, March 7
   ➤ Lecture: “The Anthropology of Survival, Revival, Revitalization, and Invention”

   Required Readings:
   - SISSONS Ch. 6, Indigenous Recovery, pp. 139-159.

   Optional Background Readings in course packs on Reserve:

Third essay exam assigned on Thursday, March 7, due on Thursday, March 21, 2013, at the start of class, in class. Worth 35% of the final grade.
Part Four:
Resistance and Resurgence in Practice: Case Studies

12. Tuesday, March 12 & Thursday, March 14
   - Lecture: “Recovery, Re-Identification, Decolonization”
   - Film: Mabo: Life of an Island Man (Australia, 1997)

Required Readings:

Optional Background Readings in course packs on Reserve:

Sunday, March 10, 2013
   - Last day for academic withdrawal from two-term and winter-term courses

13. Tuesday, March 19 & Thursday, March 21
   - Review and discussion of required readings for this week and the previous week.
   - Film: You Are On Indian Land (Canada, 1969)—which can also be viewed online at: http://www.nfb.ca/film/you_are_on_indian_land/

Required Readings:
- [HALL] Ch. 3, Maori in New Zealand (Aotearoa) and Adevasi in South Asia (India), pp. 39-62.
- [SISSONS] Ch. 3, Urban Indigeneity, pp. 61-83.

Recommended Film:
- Kanehsatake: 270 Years of Resistance (Canada, 1993)—which can also be viewed online at:
  http://www.youtube.com/watch?v=7yP3sFvhKs, or,
  http://www.nfb.ca/film/kanehsatake_270_years_of_resistance/

Optional Background Readings in course packs on Reserve:


**Reminder:** *Third essay exam is due today at the start of class, in class. Worth 35% of the final grade.*

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### Part Five:

**Citizenship, Nationhood, Transnationalism**

**14. Tuesday, March 26 & Thursday, March 28**

Discussion: Indigenous Citizens and Indigenous Nations

*Required Readings:*

- [SISSONS] Ch. 5, Indigenous Citizens, pp. 113-137.
- [MAAKA] Ch. 12, Paths Toward a Mohawk Nation: Narratives of Citizenship and Nationhood in Kahnawake (Audra Simpson), pp. 174-188.

**15. Tuesday, April 2 & Thursday, April 4**

Discussion: Indigenous Peoples and Nation-States

*Required Readings:*

- [MAAKA] Ch. 16, Imagining Civilization on the Frontiers of Aboriginality (Anthony J. Hall), pp. 249-266.
- [MAAKA] Ch. 21, Indigeneity at the Edge: Towards a Constructive Engagement (Roger C.A. Maaka and Augie Fleras), pp. 337-357.

**16. Tuesday, April 9 & Thursday, April 11**


*Required Readings:*

- [HALL] Ch. 6, Indigenous Peoples: Global Perspectives and Movements, pp. 120-138.

Optional Background Readings in **course packs on Reserve:**


**Fourth and final essay exam assigned on Thursday, April 11, due on Thursday, April 18, 2013. Worth 25% of the final grade.**

*Please send this exam via email only, as an attachment in either .odt, .dot, or .docx formats. No other formats are allowed. You have until the end of the day to submit it to maximilian.forte@concordia.ca and you must verify that you have included the attachment for your email to count as a proper submission of the exam.*

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