

# Native Studies

Native Studies is an academic discipline designed to provide both Native and non-Native students with an opportunity to explore the cultural, historical, and contemporary situation of Native people of North America. The Native Studies program offers students core courses in Native Studies with interdisciplinary course offerings.

## Major in Native Studies

Students majoring in Native Studies are required to complete a minimum of 36 credit hours in Native Studies, including the following courses:

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| NATI 1006 | Introduction to Native Studies            |
| NATI 2503 | Research Strategies in Native Studies     |
| NATI 3203 | Native Philosophy                         |
| NATI 3603 | Native People and the Colonial Experience |
| NATI 3903 | Native People and the Law I               |

In addition to the number of courses offered by Native Studies, courses may also be drawn from the cross-listed course offerings and the University of New Brunswick with permission from the Chair of Native Studies.

Courses without formal prerequisites and numbered in the 2000 or 3000-range are intended for students who have completed 30 credit hours of courses at the 1000-level. While not always a formal prerequisite, students are strongly encouraged to take NATI-1006 prior to taking a course at the 2000- or 3000-level. Assistance in planning a course of studies for the Major in Native Studies is available through the Chair of Native Studies.

Any 18 credit hours in Native Studies is sufficient to constitute a Minor in Native Studies.

## Honours in Native Studies

Students interested in an honours degree in Native Studies should inform the Chair of the Native Studies Department by the beginning of their third year and, in consultation with their thesis supervisor, submit a thesis proposal by the end of their third year. Entrance to the Native Studies Honours Program normally requires a 3.3 GPA in Native Studies courses and a 3.0 GPA in all other courses. Students who do not meet the GPA requirements can appeal and have a departmental evaluation. The department would consider extenuating circumstances as well as substantial improvement in student performance.

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| <b>A</b>  | <b>C</b>   | <b>A</b> |
| NATI 3333 | Colonial Cartography and Indigenous Nations                |          |
| NATI 3633 | Maliseet/Passamaquoddy History                             |          |
| NATI 3643 | Mi'kmaq History  |          |
| NATI 3943 | Métis Issues   |          |
| NATI 4623 | The Archaeology of First Nations History in Canada: Theory |          |

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| <b>A</b>  | <b>C</b>   |
| NATI 3713 | Are Aboriginal People Human? 'Human' and 'Aboriginal' Rights |
| NATI 3913 | Native People and the Law II                                 |
| NATI 3923 | Aboriginal Rights: The Land Question                         |
| NATI 3933 | Aboriginal Peoples and International Law                     |

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| <b>A</b>  | <b>C</b>                                       |
| NATI 3623 | Native Education and Colonization              |
| NATI 3843 | Suicide and Indigenous Peoples                 |
| NATI 3853 | Alcohol, Drugs, and Indigenous Peoples         |
| NATI 3863 | Indian Public Health                           |
| NATI 3873 | Introduction to Indigenous/Cultural Psychology |

In exceptional circumstances, NATI 4503, a three-credit independent study course can be taken in place of one of the above required courses.

**A -4503.**

This is a third- or fourth-year course of study under the supervision of a member of the faculty of Native Studies. It is arranged with the consent of the Chair of the Department and in consultation with the professor.

**A -4996.**

Students are required to complete a thesis proposal preferably by the end of their third year. By the beginning of the second semester of their third year, students should choose a member of the NATI faculty to be their advisor for writing the honours proposals. Advisors will guide the students through the process of developing a workable thesis and building annotated bibliographies on the relevant topics. Students will be asked to formally present their thesis to the Native Studies faculty for discussion and feedback.

## Courses

**A -1006.**

A survey course that introduces students to the discipline of Native Studies. Its purpose is to increase the student's understanding and sensitivity towards the past and present experience of Native peoples. Using both oral and written records, the course will examine pre-contact history and culture, the influences of colonialism in the post-contact era, and contemporary issues.

**A -1103. B**

This course is designed for students with little or no knowledge of the language. The aims are listening comprehension and basic oral expression.

**A -1113. B**

This course is designed for students with little or no knowledge of the language. The aims are listening comprehension and basic oral expression.

**A -1123. B**

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This course is intended to follow NATI-1113 Beginning Maliseet/Passamaquoddy I in an intensive language program. Taught primarily without the use of English or writing, it will build on grammatical patterns learned in Part I of this course through drill, practical applications and the introduction of new verbs and nouns. The goal of the course is to enhance listening comprehension and basic oral expression. Prerequisite: NATI-1113 Beginning Maliseet/ Passamaquoddy I. (Intended for students at St. Mary's, and is not eligible as elective for students

**A -2233.**

This course will survey archaeological and historical records for traditional economic activi-





**A -3713. A A****? A A****?**

The goal of this course is to conceptualize the fundamental justifications for human rights and contrast those with Aboriginal rights. Some relevant questions that this course will explore are: Why do Aboriginal peoples need a different class of rights? Are Aboriginal rights theorized in an equitable manner? What processes are served by conceiving and executing Aboriginal rights as we see them today? What attributes do Aboriginal peoples lack which makes them not fully human?

**A -3803.****C****E**

This course examines the different situations and conditions of Indigenous cultures and immigrant ethnic minorities in Canada and the treatment of each by different levels of government. Special attention is given to attitudes, perceptions, and the idea of multiculturalism. Emphasizes the importance of power variables in the examination of immigrant and Indigenous relations in Canadian society. Also examines how immigrant ethnic minorities often form coalitions becoming the dominant culture subordinating Indigenous cultures. Prerequisite: NATI 1006 or SOCI 1006.

**A -3813.****C****C****( )**

Considers cultural identity and survival within the context of inequality (power, wealth and status). Focuses on the ways in which Native language, group solidarity and community offer cultural completeness, acting as barriers to assimilation. Historic and contemporary Native cultures are presented as dynamic and flexible. Prerequisite NATI 1006 or SOCI 1006.

**A -3823.****C****( )**

The indigenous peoples of Canada are often included as an afterthought in academic works on racism, which tend to focus on Black-White relations. However, rather than being marginal to understanding the issues of race and racism, the early encounters between European and Native Americans are central to its proper understanding. The issues which arose from Columbus' explorations remain as central to understanding modern racism as they were to the creation of racist ideology in the first place, and the treatment of indigenous peoples in Canada today is shown to be a direct intellectual descendent of the material need to deny the humanity of other human beings.

**A -3843.**

Suicide is, and has been for nobody knows how long, rampant in indigenous populations in Canada. Despite well-publicized projects targeting specific communities, none of the interventions have been able to demonstrate any positive effect; if anything, the problem continues to worsen. We examine critically the field of Suicidology as it applies to the Native Peoples of Canada and suggest reasons why efforts to prevent suicide have not paid off. We also explore different kinds of interventions that may be more successful.

**A -3853. A****, D ,**

This course provides an introduction to issues of alcohol and drug use/abuse in indigenous communities (concentrating on Canada for the most part, but including reference to such issues in other indigenous communities worldwide). Traditional uses of substances which alter consciousness are reviewed, as well as the role that the introduction of unfamiliar psychoactive substances played in European expansionism and colonialism. Modern models of addiction and programs for recovery are critically examined and placed within the context of creating a continuing marginalization of indigenous cultures by dominating ones.

**A -3863.**

Health statistics show Native Peoples in Canada as public health disasters: high rates of diabetes, tuberculosis, cancer, suicide, AIDS, etc. are regularly reported. Standard accounts typically find a way of attributing the problems to Indians themselves (e.g., genetic explanations or lifestyle choices). We critically examine the methodologically-individualistic biases of standard accounts of Indian ill-health and place Native public health issues in an historical and materialist framework instead. Alternative forms of interventions are also considered.

**A -3873. /C**

While psychology has an important place in examining and understanding issues of the modern world, it has long been shown to be founded upon certain ideological presumptions that make it inapplicable to and inappropriate for work with indigenous peoples. A different formulation of psychology, which predated the current form but which was abandoned for no substantial reason, has in recent years been offered as a replacement, or at least an alternative, for the current model. We examine this formulation and apply it to psychology issues arising in indigenous peoples/communities of Canada, and show how this re-conceptualization gives rise to substantively different approaches to addressing those issues.

**A -3903.**

The Evolution of the Indian Act - a legal history of the legal-political relationship between Native peoples and Europeans from early contact times to the British North America Act. An analysis of the Indian Act as a document of protection/assimilation in Canadian Government policy.

**A -3913.**

An analysis of court decisions affecting questions of the status of Native peoples, Aboriginal rights, family law, treaty rights, and social relations in Canada and the United States. Prerequisite: NATI 3903.

**A -3923. A : ,**

This course will examine the concept of Aboriginal rights pertaining to land entitlement in Canada and the United States. It will include case studies focusing on the Maritimes, Quebec, MacKenzie Valley, British Columbia, Alaska, and Maine.

**A -3933. A ( )**

The goal of this course is to familiarize the student with international legal norms and instruments as they relate to Aboriginal peoples. Various United Nations instruments will be studied. As well, this course will look at the history and law of various locations outside Canada such as: Africa, India, Australia, New Zealand, the United States of America, Norway, central and south America and southeast Asia. This course is designed as an upper year survey course.

**A -3943.**

The goal of this course is to familiarize the student with the Métis people of western Canada. Other "mixed blood" or dual-culture populations will be studied for comparative value. The course will give a historical background on the creation of the Métis Nation and the corresponding political and legal struggles of the Métis People. The Métis were a key player in the expansion of the Canadian state into what is now western Canada. We will examine the benefits and drawbacks that the Métis have experienced in their interaction with the Canadian state.





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**A -3453.**

Using research in second-language acquisition, this course identifies specific immersion methods for teaching a Native language as a second language to adults. It emphasizes the oral approach for developing conversational fluency and considers means for assessing students, establishing appropriate goals, and evaluating learning in basic conversation. Fluency in Maliseet or Mi'kmaq is required. Prerequisite: NATI 4123 Native Language Immersion Teaching, or by special permission.

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**A -3463.**

This course focuses on strategies for teaching all subject areas in the mother-tongue, particularly to children who come from English-speaking homes. It pays particular attention to methods for achieving fluency, with special attention to teaching pre-primary literacy and numeracy skills. The course will also consider culturally appropriate teaching styles and curriculum planning, in relation to the physical, social, and emotional development of the kindergarten child. Prerequisite: NATI 4123 Native Language Immersion Teaching, or by special permission.

**A -4133. A**

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This course, conducted entirely in the target language, is designed to provide language teachers with teaching methods designed for accelerated language acquisition in an immersion classroom. Its goal is teaching beginners to think and achieve proficiency in the language in a short time. Working with a small number of representative nouns and verbs, this teaching technique moves quickly from simple present indicative forms to complex conjunct forms. Prerequisite: NATI 3103. Conversational Mi'kmaq, or NATI 3113 Conversational Maliseet/ Passamaquoddy, or the equivalent, or fluency in the target language.

**A -4143.**

This course focuses on approaches to teaching in a full immersion setting for the daycare, nursery, and kindergarten levels, as well as the primary grades (Ages 2-8). It surveys standard teaching philosophies and methodologies for their relevance to the cultural, social, physical, and cognitive learning needs of young Aboriginal children. Considers goals and strategies for teaching both basic subject matter and Native language skills in comprehension, speaking, reading, and writing. Prerequisite: NATI 4123 Native Language Immersion Teaching, or by special permission.

**A -4173.**

This course focuses on approaches to teaching in an immersion setting for adults and students over the age of 9. It will address goals of comprehension, speaking, reading and writing in classrooms or outdoor programs and consider appropriate measurement tools. A particular focus of this course will be strategies for maintaining the target language as the medium of instruction in major subject areas. Prerequisite: NATI 4123, Methods in Immersion Teaching I or by special permission.

**A -4153. C**

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The focus of this course is curriculum design for classrooms using Mi'kmaq or Maliseet as the medium of instruction. Special attention will be given to principles in child development, first and second language learning, and current theory in curriculum development as it relates to the Native language immersion classroom. Students will gain experience using their

own languages to build units and long-range plans that are both developmentally sound

**A -4253. A** /

This course focuses on the grammatical patterns and processes in the Maliseet/Passamaquoddy language, and how they are put into use in comprehension and conversation. Pitch accent and advanced verb forms such as relative, subordinative, inverse, indefinite subject, conjunct and obviation will be considered. Prerequisites: Either NATI 2113 Intermediate Maliseet/Passamaquoddy, or NATI 3113 Conversational Maliseet, or the equivalent.

**A -4263.**

This course builds on knowledge of verb forms taught in NATI-4233 and introduces more complex forms such as the true plural, changed and unchanged conjunct, inverse forms, indefinite subject forms, absentative and dubitative preterit. Students will be asked to analyze existing texts in the language and develop their own texts using the various forms. Pre-requisites: NATI-4233. Verbs in the Target Language I or by special permission.

**A -4273.**

This course is intended for students in an intensive language learning program, but fluent speakers of the language could also take it to assist them in teaching the language. As a follow-up to NATI 4213 Morphology in the Target Language I it will focus on more complex aspects of the internal structure of words and study the conversational uses of the complex forms. Pre-requisites: NATI 4213 Morphology in the Target Language I or by permission.

**A -4293. A** /

This course is intended for students in an intensive language learning program, but fluent speakers of the course may also enroll. As a follow-up to NATI 4253, Advanced Maliseet I this course will address additional forms such as Negative, Preterit, Changed and Unchanged Conjunct, Absentative and Dubitative as used in conversation. Pre-requisites: NATI 4253 Advanced-Maliseet or by permission.

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**A -4163.**

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This course is designed to introduce teachers to methods for teaching non-fluent preschoolers in the medium of the target language. Using an activity centered orientation it focuses on fluency for children ages one to five in a progression based on the centrality of verbs in First Nations languages. Students will also learn how to incorporate fun and play into all aspects of their teaching. Prerequisite: Conversational Mi'kmaq, NATI 3123 or Conversational Maliseet/Passamaquoddy, NATI 3103, or the equivalent, or fluency in the target language.

**A -4243.**

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This course, conducted entirely in the target language, will survey and analyze published materials in the language focusing on representative samples from early historic documents and liturgical writings, to dictionaries, recorded oral traditions, and more contemporary documents, including children's literature and curriculum materials. Particular attention will be paid to content, orthographies, grammatical changes, and historical and contemporary uses

history will be invited and tape collections, where available, will be utilized. Students will be expected to research and write papers in the language on selected topics. Prerequisite: NATI 3103 Conversational Mi'kmaq, or NATI 3113 Conversational Maliseet/ Passamaquoddy, or the equivalent, or fluency in the target language.

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- ANTH 2313 Archaeology of Early Societies – The Americas
- ANTH 2013-2153 Area Ethnography
- HMRT 1003 Introduction to Human Rights
- POLS 3503 Human Rights in International Relations and Foreign Policy
- RELG 3473 Native American Religions
- RELG 3483 Mi'kmaq and Maliseet Religions
- SOCI 2013 Research Design & Method
- SOCI 2023 Understanding Statistics

*NOTE: Native Studies courses are available in French, Spanish, and German. For more information, contact the Native Studies Office at (508) 534-2100.*