

GRANDE PRAIRIE REGIONAL COLLEGE

DEPARTMENT OF ARTS, EDUCATION AND COMMERCE

ANTHROPOLOGY 2270

INDIGENOUS AND CULTURAL MINORITIES IN THE MODERN WORLD

Fall 1994

Time: Thurs. 18:30-21:20

Location: B206

Instructor: Laurie Nock

Office: C215

Phone: 539-2830 (office)

539-7348 (home)

Office Hours: Mondays 10:00-11:00 and Tuesdays 10:00-11:00 or by appointment. Drop-ins welcome.

COURSE DESCRIPTION

Over the last five centuries, many peoples of the world have been reduced to indigenous minorities in their homelands, experiencing colonization, population decimation, compulsory labor, the loss of land and other vital resources, missionization, miscegenation, etc. Those who escaped the initial onslaught now find their territories invaded by urban refugees and threatened by increasingly efficient means of exploiting natural resources and by environmental devastation. Alternatively, they are forced into urban migration. The penetration of a cash economy, wage employment, modern education and national administrative structures have undermined political and economic autonomy, and the bases of aboriginal culture. Nevertheless, many indigenous peoples are exploring strategies to combat the loss of their traditional ways through cultural revitalization, political mobilization and/or escape.

Class lectures will be devoted to studying significant themes regarding the impact of the modern world on indigenous societies, using examples from many areas of the world, pointing out differences and similarities. Students will provide specific ethnographic examples by studying particular areas in depth, and presenting their findings to the class.

REQUIREMENTS AND EVALUATION

There will be two take-home tests, one approximately half-way through the term, and the other at the end. These will be based on all course materials, including student presentations. The questions to be answered are designed to encourage students to integrate the concepts and case studies presented in class and in readings.

Students will submit an essay, fifteen to twenty pages in length, on the region and peoples they have chosen as their specialization. Their findings will be shared with the class in a fifteen-minute oral presentation. To assist students in locating bibliographical resources for this research, there will be a library assignment early in the term. Assignments must be handed in to the instructor in class on the day they are due.

<u>Assignment</u>	<u>%</u>	<u>Due Date</u>
Class participation	10	(Largely attendance)
Bibliography	15	September 29
Mid-term take-home	20	October 27
Essay	25	November 23
Class presentations	10	December 1 and 8
Final take-home	20	December 15

Grading System

<u>Grade</u>	<u>Interpretation</u>
9	
8	Excellent

7	
6	Good

5	
4	Pass

3	
2	
1	Fail

TEXT

Marc S. Miller, ed.
 1993 STATE OF THE PEOPLES: A GLOBAL HUMAN RIGHTS REPORT ON
 SOCIETIES IN DANGER. Beacon Press.

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MID-TERM TAKE-HOME QUESTION

Due Date: October 27, 1994

Value: 20% of final course grade

Carefully study the circumstances of five world areas as described in the "Global rights summary" of STATE OF THE PEOPLES. Prepare a chart in which you list in an organized fashion the factors which are influencing the way of life of these peoples. What can you learn from this on the shared or unique experiences of aboriginal peoples around the world?

The purpose of this assignment is to encourage you to sift through, organize and analyze information, discerning common patterns and distinct features. Data can be bewildering!

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ESSAY AND ORAL PRESENTATION

Essays: worth 20% of final mark,
up to 5000 words in length,
due November 23.

Presentations: worth 10% of final mark
15-20 minutes in length.
December 1 and 8, 1994.

In this oral presentation and essay, you are to describe the experience of an indigenous minority in the modern world. Make use of the anthropological concept of holism (All aspects of society and culture are related, such that change in one affects others.) to examine how the influence of the outside world has altered the people's ideological, social, political and economic systems. Which of these appears to be most affected, and which the most resilient? Where possible, also describe movements of resistance and protest. You may wish to focus primarily on one of these, but do not do so at the expense of ignoring the remainder.

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COURSE SCHEDULE (AN APPROXIMATION)

- Week 1 Introduction to course
- Week 2 Processes of colonization
READ: Introductions, "Societies in Danger" and
"Resources for Action" in STATE OF THE
PEOPLES
- Week 3 Neocolonialism, modernization
- Week 4 The economic and political subordination
of aboriginal peoples
LIBRARY ASSIGNMENT DUE
- Week 5 Cultural subordination of indigenous minorities:
religion
- Week 6 Cultural subordination of indigenous minorities:
education
- Week 7 Challenges to indigenous ideologies
- Week 8 Changes in social relationships: inequality
MID-TERM DUE
- Week 9 Discussion of mid-term themes
- Week 10 Gender relations
Indigenous peoples and the environment
- Week 11 Resistance, cultural revitalization,
political mobilization
- Week 12 ESSAYS DUE
ORAL PRESENTATIONS
- Week 13 ORAL PRESENTATIONS
- Week 14 Discussion of final take-home
DO NOT MISS THIS CLASS!
- December 15 FINAL TAKE-HOME DUE