# Econ 244: Economics of Indigenous Communities

**Fall 2023**

***We are privileged to be able to live and study on lands stewarded by the Anishinaabe, Wendat, and Haudenosaunee peoples for generations.***

**Welcome to Econ 244! See our class website @ onQ**

**MONDAYS** 4 p.m. Kingston 301 *QUIZZES,* *DISCUSSIONS AND ACTIVITIES*

**WEDNESDAYS** 10:00 Dunning 12 *LECTURES*

**MONDAY OCTOBER 23-** *FIELD TRIP TO HIAWATHA FIRST NATION*

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*Dunning Hall 348*

**Intended Learning Outcomes**

1. Characterize the cultures and summarize the histories of the major Indigenous groups in Canada, identifying those aspects of culture and history which have relevance for production and trade today.

2. Describe necessary conditions for prosperity and economic growth, distinguishing between the responsibilities of government, markets, communities, and individuals.

3. Identify the economic incentives implicit in various governance, fiscal, ownership, and resource management arrangements.

4. Interpret economic growth or economic stagnation in particular situations.

5. Discuss culturally sensitive strategies for economic growth in Indigenous communities.

6. Articulate and communicate economic perspectives in extended written, oral or illustrative form.

**Textbook**

We will make use of a draft of *Economic Aspects of the Indigenous Experience in Canada*, 2nd edition. This is a draft and is not ready for sharing. It is found on our webpage. It is free! Save some money for the Field Trip – there may be a modest cost to attend.

The first edition is ready for sharing with family, friends etc.: <https://ecampusontario.pressbooks.pub/indigenouseconomics244/>

**Approximate Course Outline**

Indigenous Standard of Living, Demographics, and Cultural Norms before 1500

The Early Years of European Contact, Trade, and Settlement

Treaty-making and Expropriation

The Indian Act and the Status Indian

The Economics of Discrimination

The Twentieth Century, Modern Reserves, and Government Funding

Land and Rights

Economic Development Possibilities

**Structure of the Course**

The textbook is based on lecture notes written for this course. Students don’t enjoy having the textbook read to them, so I will not be repeating aloud everything I have written in the textbook. I will not be producing slides or writing everything on the blackboard: all the core material is already in the textbook.

Typically, our Wednesday session in Dunning Hall will be a lecture summarizing the assigned textbook readings and explaining more complicated sections; additional perspectives and information may be offered. The Monday session in Kingston Hall will be for films, discussions, activities, presentations, and guest speakers.

**A note on recording the class**

Filming or audio recording the class is not permitted in such a way as might identify student speakers, because it may discourage conversation about sensitive topics.

**Schedule of Activities.**

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|  | MONDAY | WEDNESDAY | BEFORE THE NEXT CLASS |
| Week 1 | Classes not yet begun | Introduction | Read Chs. 1-3 & 30 |
| Week 2 | Special | Lecture on 1-3 & 30 | Read Chapters 4-5, 5a |
| Week 3 | Special | Lecture on 5, 5a | Read Chapters 6-11 |
| Week 4 | Special | Lecture on aspects of 6-11 | Read Chapters 24 & 25 |
| Week 5 | Special | Lecture on aspects of 24-25 | Read Chapters 15-16 |
| Week 6 | **Midterm** | Lecture on modern treaties | Read Chapters 17-19 |
| FALL BREAK |
| Week 7 | Special | Lecture on Governance | Read Chapters 20,21,29 |
| Week 8 | **Field Trip** | Lecture on Infrastructure | Read Chs. 27 and 28 |
| Week 9 | Special | Lecture on Finance and Business | Read Ch. 26 |
| Week 10 | Special | Lecture on Natural Resources | Read Ch. 13 |
| Week 11 | Special | Lecture on Discrimination | Read Chs. 22 and 23 |
| Week 12 | Special; Food | Last Lecture, Last Class. |  |
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**Assessments**

*To receive credit for the course, the midterm, final exam, and at least one assignment must be completed. To pass the course, students must receive a passing grade on the final exam.*

* Midterm – 20% Monday October 2
* Assignment – 20% Due November 5
* Field Trip – 10% Monday October 23 ALL DAY. If you miss the Field Trip, an extra assignment must be completed by November 19.
* Final – 50% You must pass the final to pass the course.

**Grading Method**

Letter grades will be used for the Assignments.

**Assignments – Choose one, or, if not attending the Field Trip, choose two.**

Instructions, and grading rubrics, for all types of assignments are found on our website.

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| **Community Study** | Choose an Indigenous community in Canada for which needed information is available. | 2,000 words including Census information. |
| **Data Analysis** | Use database provided by Prof. | 1,000 words plus tables, graphs |
| **Essay** | Ask Prof. to approve your topic. | 3,000 words plus references. |
| **Hiawatha First Nation Economic Development Poster** | Designed for students planning to attend the Field Trip. | 600 words plus images and graphics.  |
| **Modern Treaty Summary** | Summarize and contextualize the terms of a twenty-first century Modern Treaty Agreement. | About 2,500 words. |

**Late penalty**

Late penalty is one half letter grade (e.g. B 🡪 B-) every two days. In lieu of academic consideration, there is a grace period of 3 days for each student. Exception: the Weekly Question assignment does not have a grace period and will not be graded if handed in late.

**Disability Accommodations**

If you are a student with a disability and think you may need academic accommodation, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible.  For more information, including important deadlines, please visit the QSAS website at:  <http://www.queensu.ca/studentwellness/accessibility-services/>

**Academic Integrity**

See our course website for more on Academic Integrity. As always, students are expected to do their own work.

*When writing assignments, cite all works consulted at the end of your paper. Use in-text citations when using material from sources other than the class textbook, and use quotation marks when quoting word-for-word from sources. It’s best to avoid quoting others. If using quotations or data found in the textbook, cite the original source of the quotation or data.*

During any oral presentations, use your own words unless explicitly quoting someone. Do not read from the textbook or other sources.

**Optional Readings/Viewings**

* *Clearing the Plains: disease, politics of starvation, and the loss of aboriginal life* by James Daschuk (2013). Exposé of federal government’s priorities in the first decades after Confederation. RATED: THIS WILL MAKE YOU ANGRY
* *The Reason You Walk* by Wab Kinew (2015). A heartfelt and intelligent memoir and discussion of reconciliation by the son of a residential school survivor. RATED: DISTURBING, ALSO AMAZING
* *CBC trove of Indigenous films*: https://www.cbc.ca/arts/there-s-a-massive-free-catalogue-of-indigenous-films-online-and-we-have-6-picks-to-get-you-started-1.4623884
* *Hochelaga: Land of Souls.* A movie that traces Montreal’s history through fictional Indigenous and non-Indigenous family trees. Available for free, but interrupted by ads, at <https://www.cbc.ca/films/more/hochelaga-land-of-souls>

RATED: INTRIGUING, ESPECIALLY FOR PEOPLE WHO GREW UP IN ONTARIO OR EASTERN CANADA

* *Raiders from New France: North American forest warfare tactics, 17th-18th centuries* by René Chartrand. LOTS OF FASCINATING DETAIL ON EARLY CONFLICTS.
* *Scottish Highlanders and Native Americans: Indigenous education in the eighteenth-century Atlantic world* by Margaret Szasz (2007). Author makes intriguing comparisons between the cultures of Scottish Highlanders, Mohawks, and Algonquin peoples who were recruited into boarding schools run by Protestant Scots. RATED: FOR THOSE INTERESTED IN SCOTLAND, HISTORY OF CHRISTIANITY