# Econ 244: Economics of Indigenous Communities

**Fall 2021**

***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 at <https://onq.queensu.ca/d2l/home/573273>

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**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.

**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 Challenges

**Textbook**

We will make use of *Economic Aspects of the Indigenous Experience in Canada*, available (free of charge) for reading, downloading, and sharing here: ecampusontario.pressbooks.pub/indigenouseconomics244/

Each student should read the core chapters 1-19; 24-25; 29-30. You should also choose one of the 4 concentrations:

* Housing and Infrastructure (ch. 20- 21)
* Employment and Education (ch. 22- 23)
* Environment and Natural Resources (ch. 26)
* Business Development (ch. 27- 28)

**Optional Readings/Viewings**

* *From Treaty Peoples to Treaty Nation: a road map for all Canadians* by Greg Poelzer and Ken Coates (2015). Great survey of history and present realities. RATED: USEFUL IF INDIGENOUS ISSUES ARE MORE THAN A PASSING INTEREST FOR YOU
* *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
* *Peace Pipe Dreams: the truth about lies about Indians* by Darrell Dennis (2014). A chatty pushback against stereotypes. RATED: FUN
* *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. RATED: LOTS OF FASCINATING DETAILS 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

 **Assessment**

|  |  |  |
| --- | --- | --- |
| Activity | Description | Weight |
| Discussions | Your best 8 of 11 discussions will be counted. You must participate in 8 discussions to receive credit for the course. | 30% |
| Project Due November 7 | Each individual or pair of students builds a socioeconomic profile of a particular First Nation in British Columbia and a comparable municipality in British Columbia. Data from the 2016 Census and from financial documents are summarized for each community. Similarities and differences between the two communities are explored. You must complete the Project to receive credit for this course. | 30% |
| Peer Review of Project Due November 14 | Each individual or pair of students reviews the project that was handed in just after theirs. | 5% |
| Video Lecturedue during exam period | Each individual creates a video lecture on the subject of their chosen concentration, giving historic and other background information. You must complete the Video Lecture to receive credit for this course. | 35% |

**More on the Discussions**

* **Why?** The talking circle is an Indigenous teaching method. Also, the material we are learning can be difficult to deal with emotionally.
* **Where** live on Teams. Your camera must be turned on.
* **When** your choice of six different times on Kingston’s Wednesdays: 8 a.m., 10 a.m., 1 p.m., 4 p.m., 7 p.m., and 10 p.m.
* **How long?** the discussion may take up to an hour
* **Workload** each student should prepare a 200 word response to the week’s question. You may be asked to read your answer to the group. You may also be asked to respond to other peoples’ answers
* **How graded** the prof or TA will attend the session and give you a score out of 10 based on your preparation and your participation. You will *not* be penalized if your English is poor.

**Grading Method**

Letter grades will be used for the Communities Project and Video Lecture. Your letter grade will be converted to a numerical grade for purposes of computing your overall course grade.

 ***Arts & Science Letter Grade Input Scheme Queen’s Official Grade Conversion Scale***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Assignment**  **Mark** | **Numerical value for calculation of final mark** |  | **Grade** | **Numerical Course Average (Range)** |
|  A+ | 93 |  | A+ | 90-100 |
|  A | 87 |  |  A | 85-89 |
|  A- | 82 |  |  A- | 80-84 |
|  B+ | 78 |  |  B+ | 77-79 |
|  B | 75 |  |  B | 73-76 |
|  B- | 72 |  |  B- | 70-72 |
|  C+ | 68 |  |  C+ | 67-69 |
|  C | 65 |  |  C | 63-66 |
|  C- | 62 |  |  C- | 60-62 |
|  D+ | 58 |  |  D+ | 57-59 |
|  D | 55 |  |  D | 53-56 |
|  D- | 52 |  |  D- | 50-52 |
|  F48 -(F+) | 48 |  |  F | 49 and below |
|  F24 (F) | 24 |  |  |  |
|  F0 (0) | 0 |  |  |  |

**Crises, Academic Consideration, or Disability Accommodations giving extra time for assignments**

For every student:

1. Only your 8 best discussions will count
2. There is a 3-day grace period for the Communities Project, the Peer Review of the Communities Project, and the Video Lecture. *After the grace period, grades will go down by one half letter grade every 3 days e.g. A 🡪 A- beginning on the 4th day.*

These privileges will cover temporary crises or ongoing disability accommodations giving rise to a need for extra time for assignments.

**Consequently there is no need for “Short Term Requests for Academic Consideration”.**

Please note that you MUST complete eight discussions, the Communities Project, and the Video Lecture to receive credit for the course. See Reg. 7.2.1 at <https://www.queensu.ca/academic-calendar/arts-science/academic-regulations/#text>

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, 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/>