



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

- 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 Peoples and the Law: Theory

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.



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.

**Completion Requirements**

Completion of an honours degree in Native Studies requires students to complete 54 credit hours in Native Studies or cross-listed courses. In addition to completing the required courses for a Major in Native Studies (with a minimum of 36 credit hours), students are required to complete the Advanced Research Methods course (NATI 3503) and the 6 credit

### **Advanced Course on Aboriginal History**

NATI 3333	Colonial Cartography and Indigenous Nations
NATI 3633	Maliseet/Passamaquoddy History
NATI 3643	Mi'kmaq History
NATI 3943	Métis Issues
NATI 4623	First Nations' Historiographies: Theory

### **Advanced Course on Law and Regulation**

NATI 3713	Are Aboriginal People Human? 'Human' and 'Aboriginal' Rights
NATI 3913	Native Peoples and the Law: Practice
NATI 3923	Territorial Claims: Theory and Practice
NATI 3933	Treaties and International Law

### **Advanced Course on Social and Health Sciences**

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.

### **NATI-4503. Independent Study**

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.

### **NATI-4996. Honours Thesis**

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.

### **NATI-1006. Introduction to Native Studies**

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. The course will examine precontact history; the influences of colonialism and primitive accumulation/capitalism in the postcontact era; and contemporary issues - while emphasizing a historical and materialist perspective.

### **NATI-1103. Beginning Mi'kmaq**

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



### **NATI-2213. Native Literature**

This course introduces students to a broad range of Native literature and Native oral traditions written and translated into English. Works by Native people of diverse First Nations will be carefully studied and critically evaluated. By focusing on a variety of approaches to creative expression, students will be able to develop an informed understanding of, and appreciation for, the intrinsic value of Native oral and literary traditions.

### **NATI-2233. Natural Resources and First Nations of The Maritimes**

This course will survey archaeological and historical records for traditional economic activities, and focus on the practices and philosophies integral to First Nations forms of life in the Maritimes. It will address the historical political and social factors that have impacted on those practices, including colonialism, immigration, education, industrialization, capitalism, regulation, and environmental degradation. It will also consider the struggles of First Nations in this region to maintain and/or reclaim access to traditional lands and resources. Prerequisite: NATI 1006, Introduction to Native Studies.

### **NATI-2303. Science, Ethics and Native People**

This course is designed to introduce students to ethical issues that arise between the sciences (both social and physical) and indigenous peoples. Anthropology, education, psychology, archaeology, medicine, biology, and other disciplines follow lines of inquiry that impact indigenous peoples, and their theories, methods, interpretations, and interests are examined in relation to ethical considerations. We emphasize the concerns and point of view of Native people. The course may include issues of exhumation and public display of skeletal remains and sacred objects, control over access to information, the political relevance of research and its role in land claims, the ethics of assessment and drawing conclusions about the "nature" of indigenous peoples, and other topics.

### **NATI-2503. Research Strategies in Native Studies**

### **NATI-2703. Invented Traditions**

This course takes an analytical look at the invention of pseudo-traditions with a focus on indigenous nations in the context of a worldwide historical problem. Colonial and invader/settler powers destroy, romanticize, omit, distort, and replace indigenous traditions with



**NATI-3416. Topics in Native Studies**

This course is directed primarily at upper-level students majoring in Native Studies, and other students seeking to understand and work with Native communities. The specific topic



### **NATI-3633. Maliseet/Passamaquoddy History**

This course will explore the cultural, social, and political past of the Maliseet/Passamaquoddy People through archaeological, oral, visual, and material documentation, as well as primary and secondary written sources. Particular emphasis will be placed on understanding the Maliseet form of life and how it has been affected by colonization. Class will also study how the perspective of different writers influences what gets recorded and taught as history. An important theme of the course will be the relevance of the past to the present. Class will consist of lectures and discussions with occasional films and special speakers. Prerequisite: NATI 1006, Introduction to Native Studies.

### **NATI-3643. Mi'kmaq History**

**NATI-3823. Native Peoples and the Canadian Form of Racism (HMRT)**

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.

**NATI-3843. Suicide and Indigenous Peoples**

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.

**NATI-3853. Alcohol, Drugs, and Indigenous Peoples**

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



gave white Christian empires and their successors the right to take automatic possession of Indigenous territory on “discovery” of the land – The Doctrine of Discovery. The differences between Common Law and Civil Law will be analyzed. The course will conclude with a brief overview of the 1888 *St. Catharines Milling and Lumber Co v. R* decision in Canada.

### **NATI-3913. Native Peoples and the Law: Practice**

An analysis of court decisions affecting questions of the status of Native peoples, Aboriginal rights, family law, treaty rights (as incorporated into settler nation-state laws), and social relations in Canada and the United States, including the Constitution Act, 1982. After a brief look at the 1876 Indian Act, the course will examine how the Act changed and evolved over time, in particular with the inclusion of the Inuit and with Bill C-31 on the status of women. Court cases from the 1888 *St. Catharines Milling and Lumber Co v. R* decision onward through the landmark *Marshall* decision (1999) will be analyzed and discussed.

### **NATI-3923. Territorial Claims: Theory and Practice**

This course examines Indigenous rights pertaining to land and waterway entitlement in North America. Theoretical concepts will be discussed, including the concepts of “land use” and “land occupancy.” The well-documented history of Indigenous land ownership before and during European contact will be analyzed, as well as the attempts by settler nation-states to replace communal Indigenous land ownership to capitalist individual land ownership (fee simple) with Indigenous share holders. The course will include an overview of landmark cases, including the Alaska Native Claims Settlement Act; *Delgamuukw* and *Tsilhqot’in Nation*; land claims in Labrador; *Miccosukee* water rights; and potential Greenland independence.

### **NATI-3933. Treaties and International Law (HMRT)**

The goal of this course is to familiarize the student with international legal norms and instruments as they relate to indigenous peoples, including Indians in Canada. Treaties between indigenous nations and European empires/settler nation-states are nation-to-nation agreements, and thus, international law, which will be discussed and analyzed. 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. (1) (T) 7 this course(ed)-5 (

### **NATI-4623. First Nations' Historiographies: Theory**

This course examines First Nations' historiography in historical periods in Canada and compare standard accounts with facts and perspectives that have been kept out of mainstream sources. Students will be expected to research a particular topic within the context of Indigenous history, identify what has been left out, and explicate why this is likely the case. The contributions of archaeology, cartography, oral history, and ethnohistory will be considered along with the issues of context, perspective and ethics, in researching and writing First Nations' history. Prerequisite: NATI 1006.

### **NATI-4633. First Nations' Historiographies: Practice**

This course follows NATI 4623 and focuses the materialist Indigenous histories in Canada. Students will continue with their historiographic paper topic in NATI 4623 to incorporate historical research. Students will also learn to access and evaluate a broad variety of sources including archives, oral traditions, and internet sources. The goal will be to develop the capacity for evaluating and reinterpreting standard accounts, and for articulating new understandings, while formulating a publishable-worthy paper. Prerequisite: NATI 4623.

### **NATI-4996. Honours Thesis**

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.



## **Introductory and Foundation Courses**

### **NATI-3473. Theory and Practice in Native Language Immersion Education**

This course analyzes the research of Drs. Tove Skutnabb-Kangas, Jim Cummins and others in language loss, first-and second-language learning, and immersion education. It focuses also on the strategies, experiences, and educational results of existing Native Language Immersion programmes, particularly those of the Hawaiians, Maoris, Navajos, Mohawks, Okanagan, and Inuit. Fluency in Maliseet or Mi'kmaq is not required.

### **NATI-4123. Introduction to Native Language Immersion Teaching I**

This introductory course in immersion teaching focuses on training fluent speakers of Mi'kmaq or Maliseet/Passamaquoddy to teach using their own language as the language of instruction. The course surveys research and practice in Native language immersion education and focuses on the development of culturally relevant curriculum and teaching materials for Mi'kmaq and Maliseet/ Passamaquoddy immersion classrooms. Includes also a linguistic component focusing on structures and concepts in each language. Fluency in Mi'kmaq or Maliseet/Passamaquoddy.



## Skills Development Courses

### **NATI-3453. Teaching Adult Immersion**

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.

### **NATI-3463. Immersion for Kindergarten**

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.

### **NATI-4133. Accelerated Methods for Teaching the Target Language in Core Programs (Immersion)**

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.

### **NATI-4143. Methods in Immersion Teaching I**

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.

### **NATI-4173. Methods in Immersion Teaching II**

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. Pre-requisite: NATI 4123, Methods in Immersion Teaching I or by special permission.

### **NATI-4153. Curriculum Planning for the Immersion Classroom**

The focus of this course is curriculum design for classrooms using Mi'kmaq or Maliseet as the

and culturally relevant. Prerequisite: Fluency in Maliseet or Mi'kmaq and NATI 4123 Native Language Immersion Teaching I or II, or by special permission.

### **NATI-4433. Practicum in Early Childhood or Adult Immersion**

This practicum in either an early childhood, kindergarten, or adult immersion classroom will allow the student to develop and practice skills learned in the immersion methods courses. Fluency in Maliseet or Mi'kmaq is essential. Prerequisite: Completion of twelve half-credit courses in the Native Language Immersion Teacher Training.

### **Linguistics Courses**

#### **NATI-3113. Conversational Maliseet/Passamaquoddy**

This course emphasizes fluency using all forms taught in Intermediate Mi'kmaq. Class will be conducted as an immersion class, and oral traditions of storytelling and public speaking will be featured. Prerequisite: Intermediate Maliseet NATI 2113 or basic fluency in Maliseet.

#### **NATI-4006. Structure of Native Languages**

This course examines the structure of Mi'kmaq and Maliseet from a linguistic and literary perspective. What are the significant features of these languages, and how do they determine the unique cultural outlook of those who speak them? Students explore the structure of Mi'kmaq and Maliseet and examine the differences between these languages and English. The course will also look at problems of translation, and the criteria and methods for the production of texts and other materials in Native language. Prerequisite: permission of the instructor. Consideration will be given to the student's level of competence in speaking and understanding the Mi'kmaq or Maliseet language.

#### **NATI-4213. Morphology in the Target Language I**

Morphology is the description of grammatical forms in a language. As such this course studies the internal structure L7 aa. Aiget be conducor the2aai2d.ng (en-US)/MCID /tudenMCID 519 MC g (er



### **NATI-4443. History in the Target Language (Immersion)**

This course, conducted entirely in a First Nation language, will focus on pre-contact and post-contact history, both oral and written. Texts used for the course will be those materials written in the language, both manuscript and published sources. Speakers on oral 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.

#### **Cross-Listed Courses**

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