# Econ 244: Economics of Indigenous Communities

**Winter 2021**

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**Welcome to Econ 244! Our course website onQ offers a schedule of key dates, weekly expectations, and practice questions and answers.**

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

**Intended Learning Outcomes**

We will:

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**

The Standard of Living and Demographics before European Settlement

Traditional Indigenous Values

The Early Years of Contact, Trade, and Settlement

Economics of the Fur Trade

Métis and First Nations suffering on the Plains

The Indian Act and the Status Indian

Exploring Discrimination Using Economics and Statistics

The Twentieth Century and the Modern Treaties

How the Federal Government Funds Reserves

CONTINUED

Governance on Reserves

Special Topics

Property Rights and Aboriginal Title

Special Topics

Options for Small and Remote Communities

Urban Indigenous Communities

**Resources**

We will make use of “Economic Aspects of the Indigenous Experience in Canada,” an Open Text available on our course webpage or online from Queen’s University Library.

Each student should read the core chapters 1-19; 24-25; 29-30. They 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. For more detail on the Beaver Wars and subsequent conflicts. RATED: AN EASY AND FASCINATING READ.
* *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 NERDS INTERESTED IN SCOTLAND, HISTORY OF CHRISTIANITY

 **Assessment**

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| Activity | Description | Weight |
| Discussion Assignments | For 11 weeks the prof will post one or more discussion questions using the Feedback Fruits tool. Your submissions, peer reviews, and subsequent discussion participation are graded automatically by the tool. Your 8 best discussions will count towards your grade.  | 30% |
| Project due March 6 | Each individual, pair, or group of 3 students builds a socioeconomic profile of a particular First Nation in British Columbia and a similar-sized municipality in British Columbia. Data from the 2016 Census and from March 31, 2016 financial documents are summarized for each community. Similarities and differences between the two communities are explored. Students also review a peer’s project. | 30% |
| Peer Review of Project due Mar 20 | Each individual, pair, or group of 3 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. | 35% |

**More on the Discussion Grading**

The Feedback Fruits tool will give you

25% for handing your submission in on time (due on Saturday midnight, but better to hand it in before the deadline so people can respond and discuss – gives you more marks)

25% for peer reviewing two other submissions and – I’m not 100% sure about this – subsequent discussion. This has to be completed by Monday noon. It’s better to complete it sooner so that more discussion can be generated.

25% is the scores you get from the two peers who reviewed your submission

25% is based on your participation in the class discussion which you and/or classmates must initiate on topics of your own choice. This has to be done by Monday noon but is best done earlier to generate maximum discussion and points.

**Grading Method**

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

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

Temporary crises or ongoing disability accommodations giving rise to a need for extra time for assignments will be accommodated by providing the following to every student enrolled in the course: by having only your best 8 of the 11 discussion assignments counted toward your final grade, and by granting a three-day grace period for the project, peer review, and final assessment. After the grace period, grades will go down by one half letter grade every 3 days e.g. A 🡪 A-