

**UNIVERSITY OF WESTERN ONTARIO**  
**INDIGENOUS STUDIES**  
**IS 2919F / 001**  
**THE IROQUOIS: THEIR HISTORY, LANGUAGE and CULTURE**  
**COURSE OUTLINE: 2019**

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**Instructor:** David Kanatawakhon  
**Office:** Room 3214, Social Science Building  
**Office Hours:** By appointment, Wednesday or Thursday  
**Telephone:** 661-2111 Ext 85042  
**Email:** David.Kanatawakhon@uwo.ca  
**Time:** Wednesdays 1:30 – 4:30  
**Classroom:** SSC, Room 3108

**COURSE DESCRIPTION:**

IROQUOIS Language, Culture and History - An in-depth look at the structure and morphology of an Iroquoian language (Mohawk) and how it supports Iroquoian philosophy and cultural expression. A general overview of the social and political culture and history of the Iroquois People from pre-European contact to present day as presented by historical and contemporary writings and interpretation of events.

**READERS:**

*Myth of Earthgrasper* reprint: #43, Bureau of American Ethnology, 1927  
*The Constitution of the Iroquois* reprint: Parker on the Iroquois, 1968  
*The Code of Handsome Lake* reprint: Bulletin #163, New York State Museum, 1912  
*League of the Iroquois*, reprint: by Lewis Henry Morgan

**READINGS**

A number of readings will be made available to the students to aid in their understanding of aspects of Iroquoian languages, culture and history as seen through archival and traditional accounts.

*Civil Government and the Iroquoian Confederacy*, by Tyler Peet  
*Corn and the Iroquois*, by Tyler Peet  
*From Fort Hunter to the Bay of Quinte*, C. H. Torok  
*Tobacco: Its Use and Significance Amongst the Iroquois*  
*The Status of Women Among the Iroquois*, by Marlene Fallon  
*War against the Seneca: The French Expedition of 1687*, by John Mohawk  
*Iroquoian Agriculture*, by Tahra L. Fung  
***Ohenton Karihwatehkwen: The Words Before All Others***, A traditional address.  
*A History of the Iroquois Wars to 1675*, by John Albanese  
*War and War Parties Among the Iroquois*, by Melanie Workentin

## EVALUATION and OUTLINES of COURSE ASSIGNMENTS

### **Readings Analysis: 20%**

The student will hand in a short analysis of the assigned readings - no less than one page - that will be used as a basis for discussion. Each analysis will be evaluated at 5%. The analyses will be due on a weekly basis in accordance with the reading assigned.

### **Research Paper: 30%**

Remember: This is not a course about Indians, Aboriginals, Natives, First Nations, or whatever. It is a course about Iroquoian Peoples, predominately the Iroquois, but also the others who have constituted the Iroquoian Group. The essay must reflect some aspect of Iroquoian culture: linguistic, historical, belief and practice, livelihood (past and present), song, dance, social or political traditions, war, contact influences, education (traditional and western), etc.. The essay should be no less than 3,000 words, written without contractions, unless they occur in some reference, and most especially written in clear, concise, (short) sentences using language appropriate to the topic - please do not try to dazzle the professor with word play and unnecessary usages. Please do not hand write or use a dot matrix printer (assuming that they still exist) for your final draft unless it is of the highest quality. The essay will be due the last day of class of class. No extensions will be given, unless proper documentation is provided. 5% (of the value of the essay) per day will be levied against any late arrivals.

### **In-class Research Presentation: ..... 20%**

Each student will prepare an in-class research presentation on a particular aspect of Iroquoian culture or history. The presentation should be no less than 20 minutes in length using various media (optional) available to supplement the presentation. The presentation can be based on the course paper or can be related to or completely different from the essay. The professor of the class must be provided with a copy of the in-class presentation, and a smaller condensed version made available to the students in the class prior to the presentation. The presentation should be made in a clear audible voice and in a professional manner. The research presentation will be evaluated according to: visual (25%) and physical (15%) presentation; spoken presentation (30%); and the impact on and response from the students audience (30%).

### **Attendance and Participation: ..... 10%**

One percentage point will be deducted from the final evaluation for every class missed. Attendance is of paramount importance in a class like this as the final exam will be based totally on the in-class lectures. Students will be encouraged to participate in all discussions expressing their own thoughts and insights into the material under discussion. An email indication of last minute non-attendance will be greatly appreciated - preferably before the class begins. If you have advance knowledge of non-attendance indicating such in advance to the Professor will be expected.

### **Take-home Exam**

**20%**

A take-home exam will be handed out on the last day of class (Dec. 7) and will due no later than seven days later (Dec. 14, 2016).

## Suggested Topics for Presentations

Six Nations of the Grand River Territory  
Tyendinaga: Mohawks of the Bay of Quinte Territory  
Akwasasne: The St. Regis Mohawks  
Kahnawàke Mohawk Territory  
Kanehsatàke Mohawk Territory  
Watha Mohawk Territory  
Champlain and the Iroquois  
The Jesuit incursions into Iroquoia  
The Jesuit occupations of Huronia  
The Iroquois and the Beaver Wars  
The Iroquois in the American Revolution  
The Iroquois in the War of 1812

The Iroquois in the Civil War  
Iroquois Involvement in 1st World War  
Iroquois Involvement in 2nd World War  
The Oka Standoff  
The Mourning Wars  
Caledonia Land Issue  
Ely S. Parker  
Arthur C. Parker  
Cornplanter  
Red Jacket  
Joseph Brant  
Sir William Johnson  
Handsome Lake  
Molly Brant  
Captain John Deserontyon

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## FNS 2919F COURSE SCHEDULE

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- Sept. 14     **Who are the Iroquois:** Their traditional story of their origin, their history of migration and how they arrived at their present locations.
- Readings:     *The Iroquoians*, by Kanatawakhon  
                  *The Myth of Earth Grasper*
- Sept. 21     **The Iroquoian Past:** a look at food gathering, processing, agriculture & village organization, warfare, and the effects of disease, and European contact.
- Readings:     *Corn and the Iroquois*, by Tyler Peet  
                  *Iroquoian Agriculture*, by Tahra L. Fung  
                  *Tobacco: Its Use and Significance Amongst the Iroquois*, by Jennifer Holland
- Sept. 28     **Looking at an Iroquoian Language:** The Mohawk language will be used as the focus for discussing and describing the Iroquoian worldview, with particular emphasis placed on its morphological, syntactic and semantic organization.
- Sept. 28     Iroquoian Language Traditions: Looking at Speeches, Addresses, Thanksgivings and Prayers, and Condolence Ceremonies.
- Reading:       ***Ohenton Karihwatehkwen: The Words Before All Others***
- Oct. 5       **Beliefs and Ritual:** A look at the traditional & contemporary aspects of what constitutes Iroquoian belief and the rituals that support them.
- Film:           *The Longhouse People*

- Reading: *Code of Handsome Lake*
- Oct. 12     **The Longhouse Tradition:** A discussion of the *Longhouse* tradition and the *Handsome Lake Code*.
- Oct. 19     Social organization: A brief examination of Iroquoian social organization from pre-contact to contact to contemporary times - a look at the clan system, social positioning and the importance of women in Iroquoian society.
- Readings: *The Status of Women Among the Iroquois*, Marlene Fallon
- Oct. 26     **Political organization:** A in-depth look at the Iroquoian political tradition, and the more contemporary elected Band Council system instituted by the Canadian Government.
- Readings: *Civil Government of the Iroquoian Confederacy*, by Tyler Pete  
*The Constitution of the Iroquois*
- Nov. 2     **Iroquois-French Relations:** A look at the waxing and waning of the French-Iroquois relationship, its benefits and drawbacks, the intrusion of the Jesuits, their expulsion from Iroquois Territories, the French reaction and its effect on trade, and an examination of the French-Iroquois wars.
- Iroquois-English Relations:** An in-depth look into the development of the Iroquois-English economic and political relationship, the evolving military alliance and reliance, and the eventual breakdown leading to Iroquois dependence and displacement.
- Readings: *A History of the Iroquois Wars to 1675*, by John Albanese  
*War against the Seneca: The French Expedition of 1687*, by John Mohawk  
*War and War Parties Among the Iroquois*, by Melanie Workentin
- Nov. 9     **American Revolution & Break-up of the League:** A look at how the Iroquois weathered the creation of the American United States, and the degradation of their political institution and social system as a result.
- Film: *The Covenant Chain*
- Reading: *From Fort Hunter to the Bay of Quinte*, C. H. Torok
- Nov. 16     **Revival of Iroquois Tradition:** A look at the rebirth of the Iroquois culture and belief structure as experienced through the Handsome Lake Code and the re-establishment of the Iroquois political institution.
- Film: *You Are On Indian Land*
- Nov. 23     **Course Review**
- Nov. 30     **Course Review**
- Dec. 7     **Course Review**



**TOPIC AREAS** - The course will focus on the following topic areas.

Who are the Iroquois, past and present?

Looking at an Iroquoian Language: The Mohawk language will be used as the focus for discussing and describing the Iroquoian worldview, with particular emphasis placed on its morphological, syntactic and semantic organization.

The Iroquoian Past: a look at food gathering, processing, agriculture & village organization, warfare, and the effects of disease, and European contact.

Beliefs and Ritual: A look at the traditional & contemporary aspects of what constitutes Iroquoian belief and the rituals that support them - a brief discussion on the "*Longhouse*" tradition and the "*Handsome Lake Code*".

Social organization: A brief examination of Iroquoian social organization from pre-contact to contact to contemporary times - a look at the clan system, social positioning and the importance of women in Iroquoian society.

Political organization: A quick look at the Iroquoian political tradition, the "*Great Law of the Confederacy*", and the more contemporary elected Band Council system instituted by the Canadian Government.

European Contact: A look at first contact with Europeans as accounted by earliest known records.

Iroquois-French Relations: A look at the waxing and waning of the French-Iroquois relationship, its benefits and drawbacks, the intrusion of the Jesuits, their expulsion from Iroquois Territories, the French reaction and its effect on trade, and an examination of the French-Iroquois wars.

Iroquois-English Relations: An in-depth look into the development of the Iroquois-English economic and political relationship, the evolving military alliance and reliance, and the eventual breakdown leading to Iroquois dependence and displacement.

American Revolution & Break-up of the League: A look at how the Iroquois weathered the creation of the American United States, and the degradation of their political institution and social system as a result.

Revival of Iroquois Tradition: A look at the rebirth of the Iroquois culture and belief structure as experienced through the Handsome Lake Code and the re-establishment of the Iroquois political institution.

## **IMPORTANT POLICIES**

### **Attendance and Participation**

Active participation in a course like this is very important. Student involvement in group discussions and language practice sessions can enhance your learning experience. The more you use the language, the easier it becomes to use it. It can also improve your pronunciation and language skills acquisition. Regular attendance is important to the class dynamic and your success in this class. Missing one class, especially the two-hour session, can very quickly put you far behind. Arriving late, unless you have a valid reason or have previously informed the instructor of such, can be disruptive to the class. The instructor takes regular attendance and arriving on time reflects a desire to learn the language and as respect for the course, the other students and the Professor. Remember, you have chosen to attend this course and it is up to you to maintain good attendance and participation.

### **Policies for Assignment Deadlines**

In order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Students are expected to act in a timely manner when seeking and arranging accommodations.

A student seeking academic accommodation for any work worth less than 10% must contact the instructor or follow the appropriate Department or course specific instructions provided on the course outline.

### **Policy on Accommodation for Illness:**

([https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)).

### **A Note on Plagiarism**

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

### **Plagiarism Checking**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

### **Policy on Laptops and other Electronics/Phones in Class**

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

### **Policy on Accommodation for Medical Illness**

Western's policy on Accommodation for Medical Illness can be found at

[www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:

[https://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](https://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

### **Accessibility Options**

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

[www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

### **Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy,

specifically, the definition of what constitutes a Scholastic Offence, at the following web site:  
[www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Mental Health**

Students who are in emotional/mental distress should refer to Mental Health@Western ([https://uwo.ca/health/mental\\_wellbeing/index.html](https://uwo.ca/health/mental_wellbeing/index.html)) for a complete list of options how to obtain help.