

Indigenous Studies 2919F - 001

The Iroquois: “*Their History and Culture*”

Fall Term 2021

Tues. 1:30 – 3:30 (in-class) SSC-3108, Thurs. 1:30 – 2:30 (via zoom)

Instructor: David Kanatawakhon-Maracle

Office Hours: By Appointment

Indigenous Studies, Office SSC-3214

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COURSE DESCRIPTION:

The Iroquois: Their History and Culture

The Iroquois! There was a time, not so awfully long ago, that the very mention of these people this cry would strike terror in the hearts of the early colonials. Associated with cruelty, torture and death, the Iroquois were feared and hated long before these newcomers really understood who they were. To the Iroquois these newcomers were invaders intent on taking their homelands away from them, and yet they were the source of new and wonderous things to trade for to enhance their lives. The colonials had what the Iroquois wanted and the Iroquois had what the colonials most wanted, land.

To know the Iroquois requires learning about, understanding and appreciating their traditions, beliefs, rituals, ceremonies, politics, governance and ways of living and doing. The French explorers were the first to call them “Iroquios”, a mispronunciation of their name “**Rotihrohkwayen**”, interpreted as “*they set down the pipe*”. These rotihrohkwayen represented a confederation of five indigenous nations, the Kanyen’kehàka (Mohawk), Onenyotehàka (Oneida), Ononta’kehàka (Onondaga), Kayonkwehàka (Cayuga), and Shotinontowanehàka (Seneca). They are bound together by simmlar languages and cultural practices and political systems. They governed themselves and their interactions with other nations in accordance to a constitution which bound them together in peace and harmony.

The arrival of the Europeans, looking for trade and freedom from their oppressors, caused initial curiosity and eventual disharmony and conflict for the Iroquois. The Europeans were driven to acquire what they sought and eventually brought about the disruption within the Iroquois community and their confederation.

This course deals primarily with the cultural and historical aspects of the five nations of Iroquois provifing an indepth look into their two defining features, their culture and their history. The first half of the course will deal with various aspects of Iroquoian culture 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.

Prerequisite(s):

Any Arts and Humanities or Social Science 0.5 or 1.0 Essay course

Unless you have either the requisites for this course or written permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event you are dropped from the course for failing to have the necessary prerequisites.

Antirequisite(s):

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Learning Outcomes:

By the end of this course the student will have been introduced to the Iroquois People and will have a basic understanding of the Iroquois way of life, their beliefs and traditions and some insight into their historical interactions with the non-indigenous newcomers to their land. The student will be able to:

- discuss who and what is Iroquois;
- talk about and describe the world as the Iroquois see it;
- recognize, explain, and appreciate some Iroquois traditions and cultural experiences;
- see the world from an Iroquois perspective;
- talk about the traditional explanation of the Iroquoian Creation;
- describe the differences and similarities between the different nations that make up the Iroquois;
- describe the Iroquois as a political entity and speak about their constitution.

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.

Course Materials/Required Text(s):

The course materials will center around the texts: **Iroquois** "*People of the Longhouse*") a beautifully illustrated text looking at different aspects of Iroquoian culture and history.

Additional readings, in the form of handouts and booklets, will be made available to the student as aids to encourage greater understanding of the course content.

Method of Evaluation:

The method for evaluating this course will consist of a readings analysis, a research paper, and inclass presentation on some aspect of Iroquois culture or history, with a take-home final exam.

Readings Analysis: **20%**
The student will hand in a short analysis (250 to 300 words each) of FIVE of the assigned readings. Each analysis will be worth 4%. The Analyses will be due November 9 , 2021.

Research Paper: **20%**
Remember: This is not a course about Indians, Aborigines, Natives, First Nations, or whatever. It is a course specifically about the Iroquois, a confederated group of five, eventually six, indigenous nations speaking similar languages, practicing similar ceremonies and rituals, ways of doing, and held together by a constitution. 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 3,000 to 3500 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 extentions will be given, unless proper documentation is provided. The research paper will be due Nov. 11, 2021.

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 15 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. 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 (25%) presentation; spoken presentation (30%); and the impact on and response from the students audience (20%). The written and power point aspect of the presentation will be due on the day you have chosen to do the presentation.

Attendance and Participation:**10%**
One percentage point will be deducted from the final evaluation for every class missed, up to 10 classes. Attendance is of paramount importance in a class like this as the final exam may 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 appreciated - preferably before the class begins. If you have advance knowledge of non-attendance indicating such to the Professor will be expected.

Mid-term Take-home Exam.....**15%**
A take-home exam will be handed out on the last day of class (Oct. 21, 2021) and will due no later than Oct. 26, 2020.

Final Take-home Exam.....**15%**
A take-home exam will be handed out on the last day of class (Dec. 8, 2021) and will due no later than Dec. 14, 2020.

Important Policies

A Note on Plagiarism:

Students must write the 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 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 licencing agreement, currently between the University of Western Ontario and Turnitin.com (www.turnitin.com).

Policy on Laptops and other Electronic/Phones in Class: (“clickers”, if used)

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.

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 Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence (SRA) form online provided that the absence is **48 hours or less** and the other conditions specified in the [Senate policy](#) are met. Two important exceptions to this rule: SRAs will not be allowed for final examinations or assessments worth more than 30% of a given course.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 SRAs, the absence is during the final exam period), may receive academic consideration by submitting a [Student Medical Certificate](#) (for illness) or other appropriate documentation (for compassionate grounds).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

https://counselling.ssc.uwo.ca/procedures/having_problems/Self_Reported_Absence.html

Students with Disabilities (SSD) at 519-661-2111 x 82147 for any specific question regarding an accomodation. Information regarding accomodation of exams is available on the Registrar's website: www.registrar.uwo.ca/examinations/accommodated_exams.html

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Scholastic Offenses

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

Mental Health

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

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Fall Term 2021

Fall Term: Tuesdays 10:30 – 12:30 (in-class) SSC 3108, Thursdays 10:30 – 11:30 (via zoom)

Sept. 7 – 9 **Who are the Iroquois:** Their traditional story of their origin, their history of migration and how they arrived at their present locations.

Research Paper assigned – due Nov.4, 2021

Readings: *The Iroquoians*, by Kanatawakhon

Sept. 14 – 16 **The Iroquoian Past:** a look at food gathering, processing, agriculture & village organization, warfare, and the effects of disease, and European contact.

Readings: *Iroquoian Agriculture*, by Tahra L. Fung

Tobacco: Its Use and Significance Amongst the Iroquois, by Jennifer Holland

Sept 21 – 23 **Looking at an Iroquoian Language:** The Mohawk language will be used as the focus for discussing and describing the Iroquoian world view, with emphasis placed on morphological, syntactic and semantic organization.

Readings: *Iroquoian Languages*, by Floyd Lounsbury

Sept. 28 – 30 **Iroquoian Language Traditions:** Looking at Speeches, Addresses, Thanksgivings and Prayers, and Condolence Ceremonies.

Readings: The **Ohenton Karihwaterhkwen**

Oct. 5 – 7 **Beliefs, Ritual and the Longhouse Tradition:** A look at the traditional & contemporary aspects of what constitutes Iroquoian belief and the rituals that support them, including a discussion on the contemporary Longhouse tradition.

Readings: *Origins of the Longhouse Religion*

Film: *The Longhouse People*

Oct. 11, Thanksgiving

Oct. 12 – 14 **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. 19 - 21 **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

Mid-term Take-home Exam 15%

Oct. 26 - 28 **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.

Readings: *A History of the Iroquois Wars to 1675*, by John Albanese
War against the Seneca: The French Expedition of 1687, by John Mohawk

Fall Term Reading Week, November 1 – 7, 2021

Nov. 9 - 11 **Iroquois-English Relations:** An indepth 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.

War and War Parties Among the Iroquois, by Melanie Workentin

November 11, 2021 Research Paper due – 20%

Nov. 16 - 18 **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.

November 18, 2021 **Readings Analysis due 20%**

Nov. 23 - 25 **In-class Research Presentation**

Power Point and written description to be handed in after presentation – 20%

Nov. 30 – Dec. 2 **In-class Research Presentation**

Power Point and written description to be handed in after presentation – 20%

Dec. 7 - 8 **In-class Research Presentation**

Power Point and written description to be handed in after presentation – 20%

Take-home Exam (15%) handed out December 8, 2021 – **due December 14, 2021.**

Dec. 8 End of Fall Classes

