**ARTH 725**: Ancient and Living Archives: Indigenous Materials, Eternal Sovereigns, and Cultural Belongings

Mondays, 11:35am to 1:35pm

Fall 2020

3 credits

Location: Online Indigenous Territory (Zoom)

**Dr. Gloria Bell**

Email: Gloria.bell@mcgill.ca

Virtual Office hours: Mondays 1:40 pm – 2:40pm. Tuesdays 2:30pm – 3:30 pm.

Office: ARTS W-235

phone number: 514 398 7667 (please use email instead)

**Course Overview**: Arth 725: An advanced study of selected topics in the History of Art and Architecture

**Learning Outcomes**: By the end of this course students should be able to synthesize scholarly articles and primary source materials from art history, anthropology, and Indigenous studies, reflect critically on the material covered and develop a research project. An important aspect of this course will be thinking about what role the researcher has in building and creating knowledge for and with Indigenous communities and cultures.

**Instructional Method**: This course is seminar based, students are expected to lead the discussion every week, read all assigned readings before class, and participate in discussion and attend e-site visits. If you do miss a class, you must complete an alternative assignment as determined by the instructor. You must have medical documentation for a missed class.

**Required Course Materials**: All course materials are either available on mycourses or on reserve at the library. Supplementary readings are also available on reserve.

I recommend buying a copy of the following as we will refer to the texts throughout the course.


Course Content: Drawing inspiration from Seneca historian Arthur Parker who described First Nations wampum as an “ancient archive” for Indigenous peoples in 1916, this seminar investigates wampum, beadwork, and other arts practices and technologies as archives both ancient and living. Throughout this course we will engage with scholarship on materiality, visual sovereignty, art institutions, and the embodied practice of historical and contemporary Indigenous artists. Our readings include a mixture of art history, materiality studies, and archival theories. We will make e-site visits to art institutions to think about the competing sovereignties of Indigenous cultural belongings and artworks within colonial art institutions and to encourage sustained respectful engagement with cultural belongings being artworks for Indigenous and settler communities.

Assignments and Weighting:
Reflections: 20%
Presentations and participation: 10%
Indigenous Presence-Absence in the archive assignment: 20%
Research Project: initial research proposal, final research proposal and paper: 50%

Participation in discussion/attendance: Students are required to come prepared to discuss the readings every week and attend all classes. Come prepared with questions and observations.

Presentations: Students will present on the readings and lead the class discussion during their assigned weeks. Students will sign up for this on the first day. Outline the content of the essays, create PowerPoint presentation of relevant images and artworks and lead discussion.

Reflections: Students will complete three 500-word reflections throughout the term. Please note the dates. Please upload reflections on mycourses. The responses are a chance to reflect critically and succinctly on the material and an opportunity to raise questions and methodological concerns. You may use Chicago style citation method if needed. (format: 12-point font, double-spaced)

Indigenous Presence-Absence in the archive assignment: Based on our e-site visit to Rare Books and Special Collections at McGill Library on September 28th, select one to two archival materials that for you represent Indigenous presence and or absence in the archive. Conduct a visual analysis on the materials you have chosen. Reflect on the nature of Indigenous presence and absence in the archive. Cite at least five scholarly sources. (9-10 pages, double-spaced, 12-point font, 1 inch margins, citation method - Chicago Style). Due October 12th

Research project:
Initial research proposal: 5 minute informal oral presentation on research project with accompanying PowerPoint. Due: November 2nd. Please upload a copy of your research abstract (250-300 words) in advance for your peers. Following your presentation and after viewing your abstract, PeerGrade will be used by your peers to add respectful commentary and criticism of your research in progress. Please add commentary for two of your peers using the PeerGrade system on MyCourses. Guidelines will be provided.

Presentation: 10 minute oral presentation on research project with PowerPoint. Due: December 7th.

Research Paper: 16-20 page research paper (double spaced, 12-point font, 1 inch margins, Chicago Style). Electronic Copy. Due: December 12th at 4pm.
The topic for your research paper is open to your research interests. I strongly recommend that you come discuss your research interests with me during e-office hours or by appointment at least once during the semester. Ad hoc assignments may be given by the instructor and they are to be completed as assigned.
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<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
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<tr>
<td>A</td>
<td>Work of exceptional quality, which often goes beyond the learning outcomes of the course</td>
<td>4.0</td>
<td>85 – 100%</td>
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<tr>
<td>A-</td>
<td>Work of very high quality</td>
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<td>B+</td>
<td>Work of high quality that indicates substantially higher than average abilities</td>
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<td>B</td>
<td>Very good work that satisfies the learning outcomes of the course</td>
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<td>Good work</td>
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<td>C+</td>
<td>Above-average work</td>
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<td>Average work that indicates an understanding of the course material; passable</td>
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<td>D</td>
<td>Below-average work that indicates a student does not fully understand the assignments; Probation level though passing for credit</td>
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<td>Fail (Failure, no credit)</td>
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McGill Policy Statements:
*McGill is located on the traditional and unceded territories of the Haudenosaunee and Anishinaabeg nations.

*Late submissions: Late assignments will be penalized 5% per day. Assignments submitted more than three days late will NOT be accepted.

Language of Submission:
In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives. (Approved by Senate on 21 January 2009)

Academic Integrity:
McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information). (Approved by Senate on 29 January 2003)

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As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

Week 1 (September 14th): Theoretical and Intellectual Dynamics: Introductions, overview, course requirements.


*500-word reflection due September 14th at 11:59 pm on MyCourses. The responses are a chance to reflect critically and succinctly on the material and an opportunity to raise questions and methodological concerns.
Week 2 (September 21): Living Archives and Indigenous Studies


Week 3 (September 28): Site visit to the McGill Library Special Collections – online

Please e-meet at the Rare Books and Special Collections, McLennan Library Building.

Assignment: Indigenous presence in the archive

Week 4 (October 5\textsuperscript{th}): Indigenous Materialities and the Colonial Archive


*500-word reflection due October 5\textsuperscript{th} at 11:59 pm on MyCourses. The responses are a chance to reflect critically and succinctly on the material and an opportunity to raise questions and methodological concerns.*
Week 5 (October 12th): Wampum, Visual Sovereignties and Restorative Research

***DUE: Indigenous presence in the archive assignment

https://wampumtrail.wordpress.com/


https://ia802606.us.archive.org/19/items/constitutionoffi00parkuoft/constitutionoffi00parkuoft.pdf


Week 6 (October 19th): e-visit with curator Kaitlin McCormick, CMH, TBC*

Week 7 (October 26th): The Flower Beadwork People: Mètis and the Archive


Amy Malbeuf, Apihkêw (s/he braids, s/he weaves, s/he knits),
https://open.library.ubc.ca/cIRcle/collections/ubctheses/24/items/1.0305066, 1-33.


Week 8 (November 2nd): Presentations of Research Proposals
-provide respectful commentary and feedback using PeerGrade for your peers

Week 9 (November 9th): Museum Collections, Seeing and Ethnography or Leather, Quills and Feathers


Note: this text contains explicit material.


Week 10 (November 16th): Collecting and Storying


**Week 1 (November 23rd): Dancing Sovereignty and Indigenous Epistemologies**


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**Week 12 (November 30th): Felt Theory, Repatriation and Colonial Common Sense**


500-word reflection due November 30th at 11:59 pm on MyCourses. The responses are a chance to reflect critically and succinctly on the material and an opportunity to raise questions and methodological concerns.

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**Week 13 (December 7th): Final Research Presentations, and Closing Reflections**

**December 12th:** Research Paper Due by 4pm on MyCourses.

Suggested: Peter Wyck, *The Highway of the Atom*  
Susan Howe, *Spontaneous Particulars: The Telepathy of Archives*  
Robin Kimmerer, *Gathering Moss: A Natural and Cultural History of Mosses*