

CARLETON UNIVERSITY
DEPARTMENT OF HISTORY

Indigenous Peoples of Canada
HIST 3510-A (Fall 2013)

(precludes additional credit for HIST 3503 – no longer offered)

Instructor: Michel Hogue
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Office Hours: Tuesday, 4:30-5:30 pm & by appointment
Phone: 613.520.2600 x 2845
Class Time: Tuesday and Thursday, 2:35-3:55 pm
Location: Mackenzie (ME) 3269

Course Description:

How does Canadian history change if you include the stories of Indigenous people as a central part of that history? In this course, we will attempt to answer this question as we explore the histories of Indigenous peoples in Canada and the key themes, issues, and interpretive problems in Indigenous history. We will survey the contours of Indigenous lives and histories from earliest times to the present day and consider the complex histories that entangle Indigenous and non-Indigenous people.

Although we will approach the material using the tools and disciplinary conventions of history, we will also draw from allied disciplines—Indigenous studies, anthropology, and literature—in order to enrich and complicate our understandings of the past. At the same time, we will cast a critical eye on many of these disciplinary conventions and explore how they have shaped and continue to shape our understanding of Indigenous histories and cultures.

The goals for this course are as follows:

1. To illustrate the diverse histories of Indigenous peoples in northern North America; to understand how Indigenous peoples have experienced colonialism and its legacies; and to reflect on the lessons of Indigenous histories for the broader study of Canada and its past.

By the end of the term, you should be able to:

- Identify key differences and similarities in the histories of First Nations, Metis, and Inuit in northern North America.
- Assess the impact of colonialism on these communities by identifying and describing at least two different expressions of colonialism and their consequences.
- Identify and describe how a key moment or theme in Canadian history changes when narrated from the perspective of Indigenous peoples.

2. To enrich your understanding of how historians assess the past.

By the end of the term, you should be able to:

- Identify, contextualize, and evaluate primary source accounts about Indigenous peoples.
- Identify a key historiographical debate in the field of Indigenous history, describe its significance, and explain how it has changed over time.
- Write about Indigenous peoples and their histories in a clear, concise, and informed way.

Course Format:

The course will combine formal lectures with in-class discussions based on the assigned readings or other supplementary materials. We will also view films and hold workshops designed to help you with your research and writing at various points during the term.

This course will be supported by the cuLearn Course Management System. Course announcements, grades, and additional resources will be available on the cuLearn site.

Required Readings:

The following readings are *required* for all students. They are available for purchase at Octopus Books (116 Third Avenue, at Bank Street) and are on reserve at the library.

Burnett, Kristin and Geoff Read, ed. *Aboriginal History: A Reader*. Don Mills: Oxford University Press, 2012.

King, Thomas. *The Inconvenient Indian: A Curious Account of Native People in North America*. Toronto: Doubleday, 2012.

The following text is also recommended: Olive Patricia Dickason, with David T. McNab, *Canada's First Nations: A History of Founding Peoples from Earliest Times*, 4th ed. Don Mills: Oxford University Press, 2009. It can be ordered from Octopus Books (courseorders2011@gmail.com).

Course Requirements and Assignments:

The grades for this course will be assessed as follows:

Participation	25%
Writing Assignments	50%
Final Exam	25%

1. Participation (25%)

A significant percentage of your overall course grade will depend on your active participation in this class. Faithful attendance of class is therefore essential. A portion of your participation grade will also be determined by informal, in-class writing assignments. In addition, I expect that you will participate actively in our classroom discussions. This requires that you come to class, first, with the assigned readings completed, and second, with a willingness to share your comments and questions about them. The quality, not quantity, of your participation is what matters most. Finally, effective participation also means that you listen respectfully to the contributions of your classmates. The classroom should be a safe environment in which we can express differing opinions and learn from one another. If you have any concerns about classroom participation, please see me.

2. Writing Assignments (50%)

Students will be required to complete two writing assignment over the course of the term. These are:

a. Primary Source Analysis & Essay – document analyses and a brief analytical essay (approx. 8 pages) that asks you to assess and compare primary source accounts of trans-Atlantic journeys made by different Indigenous people in the nineteenth century. It is due on Tuesday, October 15. Please see the complete assignment description at the end of the syllabus.

b. Book Review Essay – an extended review essay (approx. 7 pages) of Thomas King's, *The Inconvenient Indian*. It is due on Tuesday, December 3. A detailed assignment description is included at the end of the syllabus.

3. Final Exam (25%)

This will consist of a two-hour exam during the December exam period (December 11-22). It will ask you to respond to essay and/or short-answer questions. The Registrar's Office will determine the date and time of the exam.

You must complete all components of the assigned work in order to pass this course.

For a summary of the grading scale and a description of the policies governing plagiarism, special needs, deferrals, and the like, please refer to the general regulations common to all History courses appended to this syllabus.

Tentative Schedule of Weekly Readings

Unless otherwise noted, the readings listed below can be found in Burnett and Read, *Aboriginal History: A Reader (ABHR)*.

Sept. 5 Course Introduction: Aboriginal History: Theories, Concepts, and the Ethics of Historical Practice

Week 1 Debating Origins

Sept. 10 From Time Immemorial

Readings: *ABHR*: Bastien, "Indigenous Pedagogy," 14-24.

Sept. 12 First Encounters

Readings: *ABHR*: Richter, "Imagining a Distant New World," 28-39; Eber, "Into the Arctic Archipelago," 41-56; Iqallijuq, "Interview," 53-56.

Week 2 Narrating Contacts

Sept. 17 Atlantic Crossings

Readings: *ABHR*: Henige, "American Indian Contact Population," 59-68.

Sept. 19 Please attend *Champlain on the Anishinabe Aki* keynote presentation, Azrieli Theatre 102, 3:30-5:00 pm. (For alternate arrangements, please consult the cuLearn course page.)

Week 3 Dislocation and Rebirth in Native North America

Sept. 24 The Native New World: The Great Lakes

Readings: *ABHR*: Rushforth, "Slavery, The Fox Wars and the Limits of Alliance," 86-94.

Sept. 26 People and Pelts: Trade and Ethnogenesis in the Northwest

Readings: *ABHR*: Ray, "Fur-Trade History," 110-9.

Week 4 Imperial Contests

Oct. 1 Native North America in War & Revolution

Readings: *ABHR*: Taylor, "The Divided Ground," 96-104; Red Jacket, "Speech," 105-6.

Oct. 3 Guest Lecture: Barry Ace, "A Reparative Act" (location TBA)
Readings: Ace, "A Reparative Act" [cuLearn]
Morgan, "Kahgegagahbowh's (George Copway's) Transatlantic Performance" [Ares]

Week 5 Negotiating Encounters

Oct. 8 Aboriginal Holocaust & Survival: The Beothuks & Mi'kmaq

Oct. 10 Religious Encounters

Readings: *ABHR*: Sleeper-Smith, "Women, Kin, and Catholicism," 120-8; Baird, "Reminiscence," 129-30.

Week 6 Nation to Nation?

Oct. 15 Making Indian Policy

Primary Source Essay due

Oct. 17 From Rupert's Land to Canada

Readings: *ABHR*: Daschuk, et al., "Treaties and Tuberculosis," 71-9; Dickieson, "Report," 80-3; Carter, "Categories and Terrains of Exclusion," 307-17; Indian Act, 205.

Week 7 The Institutions of Canadian Colonialism, Part I

Oct. 22 Land

Oct. 24 Residential Schools

Readings: *ABHR*: Haig-Brown, "Always Remembering," pp. 221-32; "Program of Studies," 233-8; Fontaine, "Reflections on the Indian Residential School Settlement," 239-47; Ian Mosby, "Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942-1952 [Ares]

Reading Week – no classes

Week 8 The Institutions of Canadian Colonialism, Part II

Nov. 5 Religion & the Family

Readings: *ABHR*: Meijer Drees, "Our Medicines," 180-8; Violet Charlie, "Interview," 188-92.

Nov. 7 Making a Living

Readings: *ABHR*: Lutz, "Vanishing the Indians," 277-90; Sangster, "Colonialism at Work," 293-301; Indian News, 302-4.

Week 9 The Roots of Resurgence

Nov. 12 Aboriginal Peoples and the National Imaginary

Nov. 14 Fighting for Change

Readings: *ABHR*: Brownlie, "The Georgian Bay Anishinabek," 357-69; Elijah Tabobondung, "Letter," 370.

Week 10 The North
Nov. 19 Contested Development(s): Life on the Northern Resource Frontier
Readings: *ABHR*: Piper, "Industrial Fisheries," 332-40; Chief Pierre Freezie, "Letter," 341.

Nov. 21 Relocating Eden: The High Arctic Relocations

Week 11 Political Protests, Social Organizing
Nov. 26 White Paper, Red Power
Readings: *ABHR*: Shewell, "Dreaming in Liberal White," 170-9.

Nov. 28 Legal & Urban Frontiers
Readings: *ABHR*: Lawrence, "Identity, Non-Status Indians," 196-204.

Week 12 Conflict & Renewal
Dec. 3 Dancing around the Table: The Constitution & Self-Government
Readings: King, *The Inconvenient Indian*
 Review Essay due

Dec. 5 Aboriginal Canada at the end of the Twentieth Century
Readings: *ABHR*: Mishibinijima, "Stuck at the Border," 206-15; Indian Act, 1985, 217.

Final Exam, December 11-22 (date TBA by Registrar's Office)

Primary Source Analysis & Essay

Stories of early encounters between Indigenous peoples and Europeans often tend to focus on the trans-Atlantic journeys undertaken by Europeans. A good deal less attention has been paid to the journeys made in the opposite direction by Indigenous peoples who travelled from North America to Europe. The contexts for these journeys varied greatly, as did the experiences of the travelers. But the very existence of such journeys upsets the more familiar expectations embedded in many histories and returns a measure of agency and complexity to the personal stories of those who embarked on such voyages.

This assignment asks you to consider some of the extraordinary journeys undertaken by Indigenous women, men, and children from North America to Europe across the nineteenth century. You will assess different primary sources drawn from their journeys and compare the stories that emerge from them.

Goals: This assignment is meant to help you develop the basic tools of primary source analysis. It asks you to analyze what the source reveals about the historical moment in which it was created and to assess what a group of primary sources (when read together) can tell us about the contexts for such journeys, the personal experiences of these individuals, and the challenges to modern historians of accessing or understanding their stories.

Guidelines: Choose one of the following individuals who travelled from North America to Europe in the nineteenth century and read the sources that were created during or about their overseas journeys. Brief overviews of their journeys and the relevant primary sources are available on the cuLearn course page.

Maungwudaus / George Henry (Anishinabe)
Nahnebahnwequay (“Nahnee”) / Catherine Sutton (Anishinabe)
Alexander Isbister (Metis)
Abraham and Ulrike Ulrikab (Inuit)

This assignment has two parts. In the first, you will need to analyze each of the three primary sources for the individual(s) you’ve selected. You must read the sources you’ve selected carefully and then answer each of the following questions:

1. Briefly describe your source. What kind of document is it?
2. Who created it? What do you know about the author?
3. When was the source produced? Where was it produced?
4. What do you know about the historical context for the source? What was going on in the time and place in which this was created?
5. Why did the author create this source? What was her/his purpose?

Your answers will range between a sentence or two for the most basic questions, to a paragraph in length for the more complex. Your analysis of **each** document should be about one page in length.

Please note that some of your answers will necessarily be speculative. You simply will not have all the information necessary to provide conclusive answers to each of these questions. You should nonetheless make informed guesses that are rooted in the available evidence. You are not expected to do any outside research, though you should make every effort to connect the information in your source to the material you have encountered in lectures and your readings.

In the second part, you will then need to write a short essay that advances an argument about what we can learn by viewing these documents together? What do they tell us? What do they leave out? Your essay must explain to the reader what the documents reveal about their authors, audiences, and the general context in which they were written. It should advance a clear argument about what your comparisons of

these documents reveals. Your paper will also need to provide connected pieces of evidence that support your claims and a conclusion that restates your argument, but further speculates on what historians can learn from understanding your assessment of these primary documents.

Please feel free to draw connections to the essay, performances, or presentation by Barry Ace, or to other materials from the course. Although it is not required, you are welcome to draw on relevant secondary literature if it helps you with your analysis.

Your paper should be five (5) double-spaced pages in length (with one-inch margins and twelve point type). The complete assignment (your primary source analyses and accompanying essay) is due (in hard copy) on **Tuesday, October 15**. Late assignments will be penalized 3% per day, unless other arrangements have been made in advance of the due date.

Students will have the opportunity to revise and re-submit their paper for reconsideration. The final grade for the term paper assignment will be the grade assigned to this re-written paper. The re-submitted paper is due **Thursday, November 14**. Please see the fine print for re-submitted assignments below.

Criteria: This assignment is worth 25% of your grade for the term. I will evaluate it according to the following criteria:

- **Originality:** Your essay should offer original insights and arguments, especially with regard to what modern day readers can learn from reading these primary sources.
- **Analysis:** Your essay should include insightful, logical analysis of the primary sources
- **Style and Structure:** Your essay should be well organized. Your writing should be clear and your grammar sound. You should edit and proofread your essay carefully.

I encourage you to see me about any questions or concerns you have about your essays. My office hours are yours, so please use them.

Paper Re-Submission – Guidelines

Editing and re-writing are fundamental to the writing process. The re-submission option for this assignment is meant to give you practice editing your own work and to enable you to improve your grade. It is entirely optional.

If you choose to re-submit your paper, please pay attention to the due date noted above. Also, please note the following conditions:

- ** You **MUST** include the original essay and comments along with your revised draft.
- ** You **MUST** correct the grammatical or stylistic errors noted in the original comments.
- ** You **MUST** address the substantive issues identified in the comments.

The final grade for the term paper assignment will be the grade assigned to the re-written paper. Although there is no guarantee that your grade will improve, it will not be reduced.

Book Review Assignment: Thomas King's *The Inconvenient Indian*

Goals: This assignment is meant to give you practice assessing scholarly arguments and presenting your assessments in a clear, accurate, and concise manner. It is also meant to prompt thoughtful connections between the book and other aspects of this course.

Guidelines: This assignment has two parts. The first asks you to draft a concise review of the book. Your review should observe the following guidelines:

- In Paragraph 1, you should identify the author's thesis. Also consider: Why has King written this book? What message does he want to convey? Why does it matter?
- In Paragraph 2, you should summarize the book's contents. Consider: How does King organize and present his argument? What kind of information do his chapters contain? What evidence does he use to support his argument?
- In Paragraphs 3 & 4, you should assess the book's strengths and weaknesses. Consider: What aspects of King's argument(s) are most persuasive? Where does it fall short? Is there something missing from the argument?

It is essential that you follow this format. Although the lengths of your paragraphs will vary, this section of your essay should be no longer than three (3) pages in length.

In the second part of your essay, you should place the book in the context of the course. You are free to focus on the themes and issues you found most interesting or important, or those that can be brought into productive dialogue with some of the other materials you have already encountered. Ask yourself: How does the book compare with the other readings we've done? To the course lectures? What does it add to the historical conversations?

Your essay should be between six and seven (6-7) double-spaced pages in length (with one-inch margins and twelve point type). Your essay is due (in hard copy) on **Tuesday, December 3**. Late assignments will be penalized 3% per day, unless other arrangements have been made in advance of the due date.

Criteria: This assignment is worth 25% of your grade for the term. I will evaluate it according to the following criteria:

- **Originality:** Your essay should offer fresh insights about King's book and make interesting connections between the book and the other materials you've encountered in the course.
- **Analysis:** Your essay should include insightful, logical analysis of the book and its arguments. Your claims should be grounded in solid evidence.
- **Style and Structure:** Your essay should be well organized. Your writing should be clear and your grammar sound. You should edit and proofread your essay carefully.

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12) B = 73-76 (8) C - = 60-62 (4)

A = 85-89 (11) B - = 70-72 (7) D+ = 57-59 (3)

A - = 80-84 (10) C+ = 67-69 (6) D = 53-56 (2)

B+ = 77-79 (9) C = 63-66 (5) D - = 50-52 (1)

F Failure. No academic credit

WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from Fall term courses is December 9. The last date to withdraw from Fall/Winter and Winter term courses is April 8, 2014.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by November 8, 2013 for the fall term and March 7, 2014 for the winter term.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at

<http://carleton.ca/equity/accommodation>

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES

(613-520-2600, phone ext.)	
Department of History (2828)	400 PA
Registrar's Office (3500)	300 Tory
Student Academic Success Centre (7850)	302 Tory
Paul Menton Centre (6608)	500 Unicentre
Learning Support Services – Study Skills, Writing Tutorial Service (1125)	4th fl Library

Application for Graduation Deadlines

Spring Graduation (June): March 1
 Fall Graduation (November): September 1
 Winter Graduation (February): December 1