



Course Outline

COURSE:	Indigenous Peoples of Canada HIST 3510A
TERM:	Fall 2017
PRECLUSIONS:	Precludes additional credit for HIST 3503 (no longer offered)
CLASS:	Day & Time: Tuesday and Thursday, 11:35 am -12:55 pm Room: ME 3235
INSTRUCTOR:	Michel Hogue
CONTACT:	Office: PA 445 Office Hrs: Tues., 1:30-2:30; Wed., 4:30-5:30; or by appointment Telephone: 613-520-2600 extension 2845 Email michel.hogue@carleton.ca

Course Description:

This course examines the historical experiences of Indigenous peoples and their encounters with colonialism. It examines key sites of interactions between Indigenous peoples—First Nations, Metis, and Inuit—and their would-be colonizers in nineteenth- and twentieth-century Canada. While we survey the contours of Indigenous lives and histories during this time period and the complex histories that entangled Indigenous and non-Indigenous people, we will pause to consider the utility of colonialism as an analytical framework for understanding these interactions. What do we mean when we talk about "colonialism"? What different forms has it taken? How have Indigenous peoples shaped, accommodated, or resisted such measures? How have the processes of colonization affected both colonizer and colonized? What are the legacies of these colonial interactions? What might de-colonization look like?

Our investigations will focus in large part on the primary sources that provide glimpses into aspects of this colonial past and its legacies. While historians typically identify such primary sources as the "building blocks" of historical interpretations, many of the sources that have been used to write the histories of Indigenous peoples were themselves the product of colonial needs to survey and control Indigenous peoples. While such collections necessarily privilege the perspectives and desires of colonizers and the very conditions of colonization, such records have also proven vital to Indigenous efforts to seek legal redress before courts and other tribunals, as well as to the efforts to revitalize cultural practices in the present. Grappling with the double-edged nature of historical sources about Indigenous peoples will necessarily mean casting a critical eye on the practice of history and its implication in the colonial pasts that historians have sought to document.

The goals and outcomes for this course are as follows:

1. To understand how Indigenous peoples have experienced colonialism and its legacies

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

- Identify two different modes of colonialism and assess the differing impact of these modes on Indigenous communities
- Identify key differences and similarities in the experiences of First Nations, Metis, and Inuit in their encounters with colonialism.
- Evaluate present-day discussions about Indigenous rights by placing them in their historical context

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

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

- Isolate arguments in secondary sources pertaining to Indigenous histories and assess them in a clear, concise, and informed way.
- Identify, contextualize, and evaluate primary source accounts about Indigenous peoples and extrapolate common themes from such sources.

Course Format:

The course will combine formal lectures with in-class discussions based on the assigned readings or other supplementary materials. This course will be supported by the cuLearn Course Management System. Course announcements, grades, readings, 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.

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

Smith, Keith, ed. *Strange Visitors: Documents in Indigenous-Settler Relations*. Toronto: University of Toronto Press, 2014.

The remainder of the readings will be available through Carleton University Library's on-line reserve system, Ares, or the cuLearn course page.

You will also be required to purchase a ticket (approx. \$16) to see the National Arts Centre Production of *Sir John A: Acts of Gentrified Ojibway Rebellion*. Details will be provided in class.

Course Requirements and Assignments:

The grades for this course will be assessed as follows:

Participation	20%
Written assignments	25%
Review Essay	25%
Final Exam (Take-Home)	30%

1. Participation (20%). An important portion of your overall course grade will depend on your active participation in this class. Attendance will count for half of your participation grade. 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. You will also be asked on a few occasions during the semester to complete informal, in-class writing assignments which will be counted toward your participation grade. 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. Written Assignments (25%). Over the course of the semester, you will be required to submit five (5) brief written assignments. A detailed assignment description (attached to this syllabus) lists the questions you will be asked to consider and the requirements and due dates for each of the assignments. In general, your responses should run approximately 2-3 double-spaced pages in length, and should be uploaded to the cuLearn course page on the dates listed in the schedule below. Late submissions will not be accepted.

3. Review Essay (25%). This assignment asks you to assess the play, *Sir John A: Acts of a Gentrified Ojibway Rebellion*, in light of the themes and issues we have discussed elsewhere in the course. The essay should be 7 pages in length (typed, double-spaced, and with 12-point font) and is due on October 19. For more information, please consult the more detailed assignment description attached to this syllabus.

4. Take Home Exam (30%). The exam will ask you to review Thomas King's *Inconvenient Indian* in light of the key themes and interpretive points discussed in the course and to reflect on other components of the course. Complete instructions will be distributed along with the exam question(s) on the final day of classes. The complete exam is due on December 22. Late submissions will not be accepted.

Any students who are prevented from handing in their assignments on time as a result of a documented illness should contact me as soon as possible.

You must complete the above components in order to pass this course.

Tentative Schedule

Sept. 7 Course Introduction

Part I. Colonial Encounters

Sept. 12 Colonialism: A Theoretical and Historical Overview
Readings: McCallum, "Indigenous Labor and Indigenous History" [ARES]

Sept. 14 Colonial Encounters in a Mercantile World: Fish, Furs, & the Bargains of Exchange

Sept. 19 Indigenous Peoples and Empires
Readings: Bohaker, "Anishinaabe Toodaims" [ARES]
Assignment #1 due

Sept. 21 The Great Land Rush: Planting a Settler Colonial Order

Sept. 26 Settlement and Dispossession
Readings: Monture, "Sovereigns of the Soil" [ARES]
Assignment #2 due

Sept. 28 *Class cancelled (in light of double class on Oct. 3)*

Oct. 3 From Sea to Sea to Sea: Extending Canadian Territorial Claims
Play: *Sir John A: Acts of Gentrified Ojibway Rebellion*, National Arts Centre, 7 pm

Oct. 5 Discussion: *Acts of a Gentrified Ojibway Rebellion*

Part II. The Institutions of Canadian Colonialism

Oct. 10 Making Indian Policy in Nineteenth-Century Canada
Readings: Smith, *Strange Visitors*, ch. 1, pp. 1-18 (docs. 1.1-1.3)

Oct. 12 Treaties
Readings: Smith, *Strange Visitors*, ch. 2, pp. 19-51 (docs. 2.1-2.7) + McLeod, "Rethinking Treaty Six." [Ares]
Assignment #3 due

Oct. 17 Residential Schools
Readings: Smith, *Strange Visitors*, ch. 6, pp. 151-189 (docs. 6.1-6.6)

Oct. 19 Land
Readings: Smith, *Strange Visitors*, ch. 3, pp. 53-76, 78-79 (docs. 3.1-3.5, 3.7)
Review Essay due

- Oct. 18-21 *Recommended play: Gabriel Dumont's Wild West Show, National Arts Centre French Theatre*
- Oct. 23-27 *Reading Week -- no classes*
- Oct. 31 Regulating Gender & the Family
- Nov. 2 Suppressing & Appropriating Indigenous Culture
Readings: Smith, *Strange Visitors*, ch. 4, pp. 94-114 (docs. 4b.1-5)
Assignment #4 due
- Nov. 3 *Recommended lecture: Dr. Carmen Robertson, "Visibility/Invisibility: Art and the Indians of Canada Pavilion at Expo '67." Multi-Media Lab (room 482), Discovery Centre, MacOdrum Library, 2:30-3:30 pm*
- Nov. 7 Making a Living
- Nov. 9 Fighting Back
Readings: Smith, *Strange Visitors*, ch.5, pp. 118-152 (docs. 5a.3-5, 5b.1-7)
- Nov. 14 Contested Development(s): Life on the Northern Resource Frontier
- Nov. 16 Relocating Eden: High Arctic Relocations
Readings: Smith, *Strange Visitors*, ch. 9, pp. 256-273, 277-286 (docs. 9.1-9.4, 9.6)
Assignment #5 due
- Part III. Struggles Over Decolonization**
- Nov. 21 White Paper, Red Power: Political Organizing after World War II
Readings: Smith, *Strange Visitors*, chs. 8, pp. 231-232, 236-40, 248-55 (docs. 8.2, 8.4, 8.5) & ch. 10, pp. 287-302 (docs. 10.1, 10.2)
- Nov. 23 Urban Frontiers: Indigenous Peoples and Settlers in Canada's Cities
- Nov. 28 Legal Frontiers: Indigenous Rights in the Courts
Readings: Smith, *Strange Visitors*, ch. 11, pp. 311-328 (docs. 11.1-11.4) & ch. 13, pp. 359-367, 375-392 (docs. 13.1, 13.3, 13.4 -- *choose one*)
- Nov. 30 Dancing Around the Table: The Constitution & Self-Government
Readings: Smith, *Strange Visitors*, ch. 12, pp. 337-345, 356-358 (docs. 12.1, 12.4)
- Dec. 5 Conflict & Renewal at the end of the Twentieth Century

- Readings: Watch *Kanehsatake: 270 Years of Resistance* (dir., Alanis Obomsawin, 1993) (links on Ares).
- Dec. 7 Discussion & Course Review (Take-home exams distributed)
Readings: King, *The Inconvenient Indian*
- Dec. 22 Take-home Exam due

Written Assignments

Goals: These assignments are meant to help you develop the analytical skills needed to assess primary and secondary sources. They will also give you the opportunity to engage the assigned readings closely and thus help facilitate our joint consideration of these texts in class.

Guidelines: Each of the following questions corresponds to the assigned readings noted in the course schedule (above). You must first complete the readings and then answer the following questions.

1. Article précis & analysis. Identify and assess the central interpretative points and arguments in Heidi Bohaker's essay, "Anishinaabe Toodaims: Contexts for Politics, Kinship, and Identity in the Eastern Great Lakes." In your first paragraph, you should identify the author's thesis or main argument and provide a concise summary of the key points she uses to support her argument. You might try to begin with a sentence that identifies the general focus of the article or that defines the issue she addresses. The remainder of the paragraph should provide enough information to present a basic outline of the argument and the key components of the article.

In the remainder of the essay, you should evaluate the author's argument. Some questions you might consider include:

- Does the author convincingly argue her thesis? Why or why not?
- What evidence does the author use to support his claims? Does she provide adequate supporting evidence?
- Has the author omitted any important issues or counter-arguments? Why is this important?

You may not be able to answer all of these questions in so limited a space. These are meant merely as examples of the types of questions you should be asking of the articles you read.

Due: September 19

2. Article précis & analysis. Identify and assess the central interpretative points and arguments in Rick Monture's chapter, "Sovereigns of the Soil: Joseph Brant and the Grand River Settlement." Please follow the guiding questions noted in exercise #1.

Due: September 26

3. Historiographical Assessment. Read Neal McLeod's "Rethinking Treaty Six" and documents 2.3, 2.5, 2.6, 2.7 in *Strange Visitors*. Write an essay that compares the versions of Treaty Six and Treaty Seven that emerges in the primary and secondary sources connected to these treaties. Specifically, how do the written and oral versions of the treaty, or contemporary and modern accounts, compare? How does McLeod make use of both?

Due: October 12

4. Primary Source Analysis. Select and analyze one of the following primary sources from *Strange Visitors* regarding the suppression of Indigenous ceremonial practices (4b.2, 4b.3, 4b.4, or 4b.5). Write an essay that assesses how/whether/in what ways this source is useful to historians. Your analysis should also consider the following questions:

- Who created the document? What can you deduce about this person (i.e., her/his background or place in society) from the document?
- What kind of document is it? What was the purpose behind the document? What was the occasion for its creation?
- Who is the intended audience? How might the audience shape the message in the document?
- Is the document reliable? How so (or, in what way is it reliable)? What sort of information might the author have left out? What does the document tell us without knowing it's telling us?

Due: November 2

5. Primary Sources: A Comparative Assessment. Compare and contrast two of the following primary sources pertaining to the High Arctic Relocations of the 1950s: 9.2, 9.3, and 9.4. Write an essay that considers how these two documents present different perspectives on the experiences of removal. How do they differ? What are we to make of these differences? The guiding questions noted in exercise #4 should form the background for your comparison of these two documents.

Due: November 16

Each of your responses for these assignments must incorporate evidence drawn from the course readings and (where possible) lectures and discussions. No additional research is required. Your responses should run approximately 2-3 double-spaced pages in length, and should be uploaded to the cuLearn course page by 6:00 a.m. on the due dates noted above. Late submissions will not be graded.

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

- Originality: Your responses should be thoughtful and thorough and should offer your own answers to the questions that are posed.
- Analysis: Your responses should include insightful, logical analysis of the readings you have been asked to consider. Your claims should be grounded in solid (and specific) evidence drawn from these readings and from other aspects of the course
- Style and Structure: Your responses should be presented in clear, direct language. They should be free of grammatical or other errors.

Review Assignment

Goals: This assignment is meant to have you consider the critical period in the development of the Canadian government's "Indian policies" and the modern stories told about those policies by the descendants of the people they were meant to target. It is also meant to prompt you to consider how history changes when presented on stage, in primary sources, or in a university classroom.

Guidelines: For this assignment, you will be writing an extended review of the play, *Sir John A: Acts of a Gentrified Ojibway Rebellion*, by Drew Hayden Taylor. Your review will have two main components: a focused review of the play and a broader assessment of how the play dramatizes the effects of Canadian Indian policies and Prime Minister John A. Macdonald's role in them. It should also consider the legacies of such policies. Although you are free to refer to matters such as staging, acting, and the like in your essay, the bulk of your review should focus on how the play (and playwright) engage with the histories and legacies of these nineteenth-century policies. How are these historical themes and issues present in the play? How effective is the play at bringing these to life? What are the advantages or disadvantages of exploring these issues on stage?

As you address these questions, I will expect you to draw on the materials you have encountered in class. For example, you might consider how the play's discussion of the history and legacies of these policies compares with the discussion that emerges in the primary sources included in your reader. How does it compare with the other assessments of such policies you encountered in class? Ask yourself: How does the play add to or complicate the stories told by the primary sources or by historians?

Your essay should be approximately seven (7) double-spaced pages in length (with one-inch margins and twelve-point type). It should be uploaded to cuLearn by midnight on **October 19**. Note that late assignments will be penalized 3% per day, unless other arrangements have been made in advance of the due date. Weekends will count as one day.

Information about the citation format for the essay will be available on the cuLearn course page.

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

- **Originality:** Your essay should offer fresh insights about the play and make interesting connections with the articles or other materials you've encountered in the course.
- **Analysis:** Your essay should provide a clear overview of the play, including a brief description of its content and its staging. The bulk of the essay, however, should be analytical in nature. It should advance a clear argument about what you think the play reveals about the histories and legacies of these nineteenth-century Indian policies. Your claims should be grounded in solid evidence drawn from the play and from other course materials.
- **Style and Structure:** Your essay should be well organized, and should have a clear introduction and conclusion, and appropriate citations. Your writing should be free of grammatical or stylistic errors.

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.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

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. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from Fall term courses is December 8, 2017. Last day to withdraw from full-year courses is April 11, 2018.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me 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. For more details see the Student Guide: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to me 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. For more details see the Student Guide: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the

beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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
- Academic Advising Centre (7850) 302 Tory
- Paul Menton Centre (6608) 500 Unicentre
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back (3822) 4th fl Library

Application for Graduation Deadlines

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