

UNIVERSITY OF MANITOBA
HIST 2010/ NATV 2012 W (A01), 2020-2021 Regular Session
Department of History
“Indigenous History of Canada”
Tuesday, Thursday 1:00-2:15 p.m.
Synchronous Delivery
Classes will be held via Zoom

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Office Hours: Wed. 11-1 p.m., via Zoom, or by appointment.

For office hours, I will hold a Zoom session every Wednesday from 11 a.m. to 1 p.m. and send the invitation to all students. If you wish to speak with me, you can sign on. Alternatively, we can speak at a different, appointed time by Zoom or on the phone. My past experience with office hours has been that very few students come to my office; thus, if you sign on to the Zoom session, I anticipate that you will probably be able to speak with me on your own. If you want to ensure more privacy, however, we can arrange our own separate Zoom or phone session.

Scope of Course

In recent decades, Indigenous people have managed to place some of their concerns on the national agenda, and the resulting debates have revealed widely varying understandings of history. Discussions about residential schools, struggles over land use and ownership, and negotiations around resource use and stewardship are all outcomes of Indigenous people's campaigns to address the effects of colonization on their lives, economies, and cultures. In this course we will examine the historic relationships and developments that lie behind many of today's issues. We will investigate the long-standing, frequently shifting Native-newcomer relationships that have played out over the past four centuries. Topics to be covered include: the 15,000 or more years when Indigenous peoples had Turtle Island to themselves; early trade, war, and alliances with Europeans; the fur trade and its long-term effects; European resettlement and intensifying colonialism; treaties, reserves, and Aboriginal rights; state administration; industrialization and extractivism on Indigenous territories; resurgent Indigenous cultures and political assertion. These issues will be explored via a combination of lectures and team-based work, with occasional audiovisual presentations. In your teams, you will work cooperatively to gain a better understanding of the key developments and broader significance of Native-newcomer relations in the territories that eventually became Canada. The purpose of the team-based work is to place more of your learning in your own hands, make your intellectual explorations more active and engaged, allow you to make your own discoveries (with my guidance), and help you integrate information more effectively.

Required Texts

Kristin Burnett & Geoff Read, eds., *Aboriginal History: A Reader*, 2nd ed. (Oxford University Press, 2016).

Available in U of M bookstore.

Cardinal, Harold and Walter Hildebrand, eds., *Treaty Elders of Saskatchewan: our dream is that our peoples will one day be clearly recognized as nations* (Calgary: University of Calgary Press, 2000).

Available online through U. of M. library.

Optional Text

For those who want more background or a chronological account, I recommend:
Olive P. Dickason, *Canada's First Nations. A History of Founding Peoples from Earliest Times*, 4th ed. Don Mills: Oxford University Press, 2009.

Grading

Assignment	Due Date	Value
Quizzes/ short tests	Various dates	15%
Short essay (1500 words).	October 29, 2020	15%
Participation in team work	Ongoing	20%
Major essay (2500-3000 words)	March 18, 2021	20%
Final exam	End of 2 nd term	30%
Total		100%

Evaluative feedback will be provided well before the voluntary withdrawal date, Jan. 29, 2021.

Since this is a course that meets the University Senate's W requirement, students must pass the requirement for written English in order to pass the course. **This means that you must submit, and receive at least a D grade on, ALL written assignments to obtain a passing grade.**

If you are not going to meet a deadline, please approach me *before* it arrives and explain the reason. I will grant extensions, as long as I am informed ahead of time. There is no shame in having problems (we all do), but you need to let me know if the assignment I am expecting is not going to arrive when expected. This allows me to keep track of all students' assignments and plan my own work flow.

Late assignments (i.e. those submitted late without a prior request for an extension) will be penalized at the rate of 1% per day. No assignments will be accepted after the last class of each term (unless, for Term 1, you have **pre-arranged** an extension with me).

All assignments are to be submitted electronically via UM Learn.

For written assignments, citations should follow the 'Chicago style' found in Kate Turabian, *A Manual for Writers of Terms Papers, Theses, and Dissertations*, 6th ed. (Chicago, 1996) or the *Chicago Manual of Style* (14th edition or later).

Grade Distribution:

A+ 88-100%	B+ 75-79%	C+ 65-69%	D 50-59%
A 80-87%	B 70-74%	C 60-64%	F 0-49%

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Academic Dishonesty

The work you submit for grading must be your own original work, written *by you* specifically for this course. When you use the words or ideas of others, you must give them credit in a footnote. University regulations provide severe penalties for academic dishonesty, in the form of plagiarism, cheating, exam personation, or duplicate submission. The common penalty for plagiarism is an F grade on the paper and also on the entire course; for the most serious cases, such as purchasing papers, the penalty can include a five-year suspension from courses in the Faculty of Arts. I make use of Google checks and internet sites designed to detect plagiarism.

The Faculty of Arts Academic Integrity policy may be found at:

http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html

Technology in Class

“Giving your mind a break from the constant stimulation of technology allows it to better take in new things and have new thoughts ...” (See “5 Reasons Boredom Can Be Good for Your Health,” *Huffington Post*, available online.)

Obviously, things are going to be a little different this year. I introduced the above quote last year in an attempt to encourage students to leave behind their technology when they were in the classroom. But remote learning means that all of you will have to use technology to take part in class sessions. You will need to practice focusing more than ever, and this can actually be an opportunity to improve your skills in concentrating and not being lured into the endless distractions of the internet.

I will still ask that, if at all possible, you use a pen and paper instead of a laptop to take notes in class. This will mean you don't have to switch back and forth between the Zoom session and your note-taking. I find that taking notes by hand in any kind of session or meeting helps me retain focus on what is being said. Studies have also shown that writing notes by hand makes you learn and remember better, in part because you can't write as fast as you can type, so you have to choose only the most important points to write down. In doing so, you have to think about what is being said and identify the most important information, which means you are learning and understanding it. By contrast, typing every word actually prevents you from understanding, because you are fully occupied with getting the words copied.

Paper is also preferable to electronic devices because a piece of paper will not distract you by luring you onto YouTube, email, online shopping, or any of the internet's million other temptations. If you absolutely **must** take notes on a laptop, please do not use it for any other purpose during class, especially online activities. Such behaviour is fatal to your learning, as you cannot actually surf the net and simultaneously pay good attention to what is being said in class.

Please put away your phone during class if you are not using it for the Zoom session. You can get by for 75 minutes without checking your device and putting it away will significantly reduce your stress and improve your mental clarity. The goal here is to try to ensure that we are all fully present in the classroom, engaged in the learning process, and not constantly

allowing our attention to be drawn away to other things. It is also, of course, excellent practice for training our brains to focus in the distracting world we inhabit.

Uses of the Textbooks – Tests and Teamwork + Final Exam

You will be required to read every chapter in the two assigned textbooks in the course of the year. These readings are the basis for the tests that take place every 3 or 4 weeks and for the teamwork in the subsequent class. Their contents are also part of the material that will be covered in the final exam. I have set up the weekly schedule to show you which chapter you should read each week to keep up with the reading.

This year, because of the shift to remote learning, the tests will be “open-book” tests that you will take online, via UM Learn, outside class time. That is, you will take the test with the book in front of you and use it to answer the questions. Instead of trying to memorize the most important content, you will be able to extract it from the textbook. At this point, I am expecting to use the Tuesday of each “test-and-teamwork” week to discuss all the readings together on Zoom in our regular class session. We will go through each reading briefly and discuss the main arguments (there are usually 6 readings per test). You must then take the online test before Thursday to help you prepare for the teamwork session on the Thursday. Note that I may vary this plan a bit if I find it doesn’t work well enough. I might, for instance, shift to taking up readings every week on Thursday. The shift to online remote learning will require flexibility, so please bear with me as I try to make this course as interesting and accessible as I can under the circumstances.

In taking up chapters in class and also in the tests themselves, I will be focusing on the most important arguments the authors are making. You will thus learn the skill of identifying the key points in an academic article, allowing you to hone your reading skills and avoid devoting much time to the mass of detail. One question I will usually ask in class is, “What is the main thesis of the article?” In reading, pay attention to the main argument(s) and the evidence the author uses to support the argument. These are the key elements of analysis for a History student and they are broadly applicable to any kind of reading that is geared towards acquiring information.

You will be divided into teams and these will be the basis of the teamwork. Teamwork will take place live, online, during class time, where the teams will meet virtually via the group discussion function on Zoom. In these sessions, you will work collectively to devise thoughtful answers to a set of questions I assign based on the readings. This is where the quizzes are helpful, as working through your answers to the quizzes helps you think through the most important points in each reading.

Student Resources

***Student supports and resources are available throughout the Fall and Winter terms. Please consult the appropriate webpages for information on virtual appointments or other modes of contact during this period of limited in-person services.**

Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC):

<http://umanitoba.ca/student/academiclearning/>. The History department will also make a

writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

Do not miss the tremendous wealth of information, research instruction, writing guides, and lists of materials put together for you by the History librarian in the U of M Library system. It is an incredible resource, tailored just for you! It includes a huge range of academic materials, including primary and secondary sources, as well as pages to help with researching, writing, and referencing. The History guide is available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

Student Counselling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including mental health support. <http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our twitter account @UMH_Undergrad, our instagram account @UMHISA_Undergrad, or emailing umhisau@gmail.com.

Weekly Schedule – Term 1 HIST 2010/NATV 2012

Thurs., Sept. 10 – Introduction

Tues. Sept. 15 – Lecture: Early history of First Nations

Thurs. Sept. 17 – Lecture: Aboriginal cosmology, world views and institutions

Weekly reading: Chapter 1, World Views, in *Aboriginal History: A Reader*

Tues. Sept. 22 – Lecture: Early peoples I

Thurs. Sept. 24 – Lecture: Early peoples II

Weekly reading: Chapter 2, Encountering Europeans, in *Aboriginal History: A Reader*

Tues. Sept. 29 – Prep for quiz on Chapters 1 and 2 of *Aboriginal History: A Reader*

Thurs. Oct. 1 – Team work

Tues. Oct. 6 – Workshop on conducting research

Thurs. Oct. 8 – Lecture: First encounters

Weekly reading: Chapter 4, War, Conflict, and Society, in *Aboriginal History: A Reader*

Tues. Oct. 13 – Lecture: The Wendat, Haudenosaunee, and French

Thurs. Oct. 15 – Lecture: The British takeover and the Aboriginal response

Weekly reading: Chapter 5, The Fur Trade, in *Aboriginal History: A Reader*

Tues. Oct. 20 – Lecture: War, revolution, and resistance, 1763-1814

Thurs. Oct. 22 – Lecture: The Beothuk of Newfoundland

Weekly reading: Chapter 6, Locating Métis Identity, in *Aboriginal History: A Reader*

**** REMINDER: FIRST-TERM PAPER DUE OCT. 29 ****

Tues. Oct. 27 – Prep for quiz on chapters 4 through 6 in *Aboriginal History: A Reader*

Thurs. Oct. 29 – Team work

Tues. Nov. 3 – Lecture: The western fur trade

Thurs. Nov. 5 – Video: “Ikwe”

Weekly reading: Chapter 12, Indigenous Women, Strength, and Resilience, of *Aboriginal History: A Reader*

~ WEEK OF NOV 9-13 IS FALL BREAK – NO CLASSES ~

Tues. Nov. 17 – Lecture: Fur trade society & founding of the Métis nation

Thurs. Nov. 19 – Video: “Mistress Madeleine”

Weekly reading: Chapter 7, Federal and Provincial Indian Policy, in *Aboriginal History: A Reader*

Tues. Nov. 24 – Lecture: Residential schools

Thurs. Nov. 26 – Residential schools cont’d

Weekly reading: Chapter 9, Residential Schools, in *Aboriginal History: A Reader*

Tues. Dec. 1 – Prep for quiz on chapters 7, 9 and 12 in *Aboriginal History: A Reader*
Thurs. Dec. 3 – Team work

Tues. Dec. 8 – Lecture: Plains peoples in the 19th century
Thurs. Dec. 10 – Indigenous artists engaging history: Kent Monkman, Christi Belcourt, and Yuxweluptun.

END OF TERM ONE.

Weekly Schedule – Term 2

Tues. Jan. 19 – Lecture: Resistance in Red River, 1869-70
Thurs. Jan. 21 – Lecture: Treaties of western Canada
Weekly reading: Chapter 3, Treaties and Self-Governance, in *Aboriginal History: A Reader*

Tues. Jan. 14 – Session on analysing websites (prep for Term 2 essay)
Thurs. Jan. 28 – Lecture: Colonization in Manitoba
Weekly reading: *Treaty Elders of Saskatchewan* up to p. 39. (Online through UM Library.)

Tues. Feb. 2 – Video: “Inuit: Fight for Life”
Thurs. Feb. 4 – Lecture: The Northwest Uprising of 1885
Weekly reading: *Treaty Elders of Saskatchewan* p. 39 to end. (Online through UM Library.)

Tues. Feb. 9 – Prep for quiz on *Treaty Elders of Saskatchewan* and chapter 3 of *Aboriginal History: A Reader*.
Thurs. Feb. 11 – Team work

~ WEEK OF FEB 15-19 IS FALL BREAK – NO CLASSES ~

Tues. Feb. 23 – Lecture: First Nations of the Maritimes
Thurs. Feb. 25 – Lecture: First Nations of British Columbia
Weekly reading: Chapter 11, “The Economy and Labour,” in *Aboriginal History: A Reader*

Tues. Mar. 2 – Lecture: The later treaties
Thurs. Mar. 4 – Lecture: Missions
Weekly reading: Chapter 14, “Treaties, Self-Governance, and Grassroots Activism,” in *Aboriginal History: A Reader*

Tues. Mar. 9 – Lecture: Organizing for change
Thurs. Mar. 11 – Lecture: The Indian Act
Weekly reading: Ch. 8, “Survivance, Identity, and the Indian Act,” in *Aboriginal History: A Reader*

Tues. Mar. 16 – Prep for quiz on Chapters 8, 11, 14 of *Aboriginal History: A Reader*.
Thurs. Mar. 18 – Team work

Tues. Mar. 23 – class develops exam questions
Thurs. Mar. 25 – Lecture: Postwar social developments
Weekly reading: Ch.13, “Health, the Environment, and Government Policy,” in *Aboriginal History: A Reader*, FIRST TWO READINGS, that is:
Liza Piper, “Industrial Fisheries and the Health of Local Communities in the Twentieth-

Century Canadian Northwest," p. 380-389, *AND*
Laurie Meijer Drees, "Our Medicines: First Nations' Medical Practices and the Nanaimo Indian Hospital 1945-75," p. 391-400.

Tues. Mar. 30 – Lecture: Watershed 1969-73: The White Paper and the land claims breakthrough

Thurs. Apr. 1 – Lecture: Northern resources, southern power, with video: "Uranium"

Weekly reading: Ch.13, "Health, the Environment, and Government Policy," in *Aboriginal History: A Reader*, THIRD READING, that is:

K. Burnett, T. Hay, and K. Skinner, "Government Policy, Food Insecurity, and Indigenous Peoples in Northern Canada," p. 404-414,

PLUS

Ch.14, "Religion, Culture, and the Peoples of the North," SECOND READING, that is:

Robert Robson, "Housing in the Northwest Territories: The Postwar Vision," p. 289-299.

Tues. Apr. 6 – Prep for quiz on Chapters 13 and 14 (just Robson article) of *Aboriginal History: A Reader*.

Thurs. Apr. 8 – Team work

Tues. Apr. 13 – Lecture: Commissions and confrontations

Thurs. Apr. 15 – Lecture: Recent developments

Tues. Apr. 20 – Exam prep

END OF CLASSES