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 communities. 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 12,000 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 of 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:
Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/ short tests</td>
<td>Various dates</td>
<td>15%</td>
</tr>
<tr>
<td>Short essay on primary sources (1500 words)</td>
<td>November 6, 2018</td>
<td>15%</td>
</tr>
<tr>
<td>Participation in team work</td>
<td>ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>Major essay, 10-12 pages (2500-3000 words)</td>
<td>March 12, 2019</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam – 2 hours</td>
<td>TBA</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Evaluative feedback will be provided well before the voluntary withdrawal date, January 18, 2019.

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. Please note: this means that you must submit and receive at least a D on all written assignments to obtain a passing grade.

Late assignments will be penalized at the rate of 1% per day unless you have negotiated extra time with me beforehand. Extensions will be given only in cases of serious illness or emergency. No assignments will be accepted after the last class of each term.

Grade Distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>88-100%</td>
</tr>
<tr>
<td>A</td>
<td>80-87%</td>
</tr>
<tr>
<td>B+</td>
<td>75-79%</td>
</tr>
<tr>
<td>B</td>
<td>70-74%</td>
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<tr>
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<tr>
<td>D</td>
<td>50-59%</td>
</tr>
<tr>
<td>F</td>
<td>0-49%</td>
</tr>
</tbody>
</table>

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, or impersonation at exams. 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 regulation is at: [http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html)

Student 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/](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/](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](http://umanitoba.ca/student/studentlife/index.html).

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Cody Fullerton, tailored just for you! They are available on the Libraries page at this link: [http://libguides.lib.umanitoba.ca/history](http://libguides.lib.umanitoba.ca/history). Students who need research assistance can also schedule an appointment with a librarian through the website.

**Class Schedule – Term 1**

Thurs., Sept. 6 – Introduction

Tues. Sept. 11 – Lecture: Early history of First Nations
Thurs. Sept. 13 – Lecture: Aboriginal cosmology, world views and institutions
**Weekly reading:** Chapter 1, World Views, in *Aboriginal History: A Reader*

Tues. Sept. 18 – Lecture: Early peoples I
Thurs. Sept. 20 – Lecture: Early peoples II
**Weekly reading:** Chapter 2, Encountering Europeans, in *Aboriginal History: A Reader*

Tues. Sept. 25 – Quiz on Chapters 1 and 2 of *Aboriginal History: A Reader*
Thurs. Sept. 27 – Team work

Tues. Oct. 2 – Library workshop on conducting research
Thurs. Oct. 4 – Lecture: First encounters
**Weekly reading:** Chapter 4, War, Conflict, and Society, in *Aboriginal History: A Reader*

Thurs. Oct. 11 – Lecture: The British takeover and the Aboriginal response
**Weekly reading:** Chapter 5, The Fur Trade, in *Aboriginal History: A Reader*
Tues. Oct. 16 – Lecture: War, revolution, and resistance, 1763-1814
Thurs. Oct. 18 – Lecture: The Beothuk of Newfoundland
**Weekly reading:** Chapter 6, Locating Métis Identity, in *Aboriginal History: A Reader*

Tues. Oct. 23 – Quiz on chapters 4 through 6 in *Aboriginal History: A Reader*
Thurs. Oct. 25 – Team work

Tues. Oct. 30 – Lecture: The western fur trade
Thurs. Nov. 1 – Video: “Ikwe”
**Weekly reading:** Chapter 12, Indigenous Women, Strength, and Resilience, of *Aboriginal History: A Reader*

**REMINDER: primary source paper due Tues. Nov. 6**

Tues. Nov. 6 – Lecture: Fur trade society & founding of the Métis nation
Thurs. Nov. 8 – Video: “Mistress Madeleine”
**Weekly reading:** Chapter 7, Federal and Provincial Indian Policy, in *Aboriginal History: A Reader*

~ Week of Nov 12 is Fall Break – No Classes ~

Tues. Nov. 20 – Lecture: Residential schools
Thurs. Nov. 22 – Residential schools cont’d
**Weekly reading:** Chapter 9, Residential Schools, in *Aboriginal History: A Reader*

Tues. Nov. 27 – Quiz on chapters 7, 9 and 12 in *Aboriginal History: A Reader*
Thurs. Nov. 29 – Team work

Tues. Dec. 4 – Lecture: Plains peoples in the mid-19th century

End of Fall Term

Winter Term readings will be provided in class.