

UNIVERSITY OF MANITOBA
HIST 2010/NATV 2012 W (A01), 2019-2020 Regular Session
Department of History
“Indigenous History of Canada”
Tuesday, Thursday 10:00-11:15 a.m.
Room: 215 Tier

Prof. Jarvis Brownlie
Office: 450 Fletcher Argue
Office Hours: Tues. and Thurs. 11:30-12:30 p.m., or by appointment.

Phone: 204-474-9101
Email: jarvis.brownlie@umanitoba.ca

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 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:
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 on a primary source (1500 words). To be submitted in 3 instalments.	October 3, 2019 October 29, 2019 November 20, 2019.	15%
Participation in team work	Ongoing	20%
Major essay, 2500-3000 words	March 12, 2020	20%
Final exam	End of term	30%
Total		100%

Evaluative feedback will be provided well before the voluntary withdrawal date, January 17, 2020.

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:

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.)

I ask that, if at all possible, you use a pen and paper instead of a laptop to take notes in class. Studies have shown that you remember better when you write notes by hand. Equally importantly, a piece of paper will not distract you or your neighbours 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 distracting for anyone sitting near you and fatal to your own learning.

Please put away your phone during class. 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. If there is some emergency and you need to have your phone with you, please let me know before class begins and then leave the class to check the phone and/or deal with the emergency. 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 despite the distracting world we live in. If I notice you using your phone in class or smiling at your computer, I may say something.

Uses of the Textbooks

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. Every week (except test and teamwork weeks), usually on Thursday, we will take up the week’s assigned chapter in class. I expect each student to come to class on that day having read the chapter and prepared to answer questions about it. In taking up the chapter, I will be focusing on the most important arguments the author is 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 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.

Student Resources

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>.

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, tailored just for you! They are 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 counselling. <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 instagram account www.instagram.com/umhisa_undergrad/ or by emailing umhisau@gmail.com.

Class Schedule – Term 1

Thurs., Sept. 5 – Introduction

Tues. Sept. 10 – Lecture: Early history of First Nations

Thurs. Sept. 12 – Lecture: Aboriginal cosmology, world views and institutions

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

Tues. Sept. 17 – Lecture: Early peoples I

Thurs. Sept. 19 – Lecture: Early peoples II

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

Tues. Sept. 24 – Quiz on Chapters 1 and 2 of *Aboriginal History: A Reader*

Thurs. Sept. 26 – Team work

** REMINDER: Instalment 1 of primary source paper is due October 3 **

Tues. Oct. 1 – Library workshop on conducting research

Thurs. Oct. 3 – Lecture: First encounters

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

Tues. Oct. 8 – Lecture: The Wendat, Haudenosaunee, and French

Thurs. Oct. 10 – Lecture: The British takeover and the Aboriginal response

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

Tues. Oct. 15 – Lecture: War, revolution, and resistance, 1763-1814

Thurs. Oct. 17 – Lecture: The Beothuk of Newfoundland

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

Tues. Oct. 22 – Quiz on chapters 4 through 6 in *Aboriginal History: A Reader*

Thurs. Oct. 24 – Team work

** REMINDER: Instalment 2 of primary source paper is due October 29 **

Tues. Oct. 29 – Lecture: The western fur trade

Thurs. Oct. 31 – Video: “Ikwe”

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

Tues. Nov. 5 – Lecture: Fur trade society & founding of the Métis nation

Thurs. Nov. 7 – Video: “Mistress Madeleine”

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

~ WEEK OF NOV 11-15 IS FALL BREAK – NO CLASSES ~

** REMINDER: Instalment 3 of primary source paper is due November 20 **

Tues. Nov. 19 – Lecture: Residential schools

Thurs. Nov. 21 – Residential schools cont’d

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

Tues. Nov. 26 – Quiz on chapters 7, 9 and 12 in *Aboriginal History: A Reader*

Thurs. Nov. 28 – Team work

Tues. Dec. 3 – Lecture: Plains peoples in the 19th century

Thurs. Dec. 5 – Short lecture: Establishment of treaty and reserve policies, and video: “Duncan Campbell Scott: the Poet and the Indians”

END OF TERM ONE.

Schedule for Term Two to be handed out later in class.