

**UNIVERSITY OF MANITOBA**  
**HIST 2280 W (A01), 2017-2018 Regular Session**  
**Department of History**  
**'Aboriginal History of Canada'**  
Tuesday, Thursday 2:30-3:45 p.m.  
Room: 214 Tier

**TERM TWO**

Prof. Jarvis Brownlie  
Office: 450 Fletcher Argue  
Office Hours: Tues. and Thurs. 12-1 p.m., or by appointment

Phone: 204-474-9101  
Email: [robin.brownlie@umanitoba.ca](mailto:robin.brownlie@umanitoba.ca)

Prof. Perry's syllabus, handed out in the fall, covered all the major points about the course and I will not reiterate them in full here. I will repeat only two things. First, please ensure that your U of M email account is activated and in working order, since I am required to communicate with you via that email address. And second, I am in agreement with Adele about the use of technology in the classroom, i.e. that everyone needs to put away their phone and that pen and paper are much better than laptops for making notes on the class. Plus they do not distract you or the students sitting around you!

In second term we will take up where you left off in first term, beginning by exploring the transition from the era of Indigenous-European commercial and military cooperation to the imposition of colonial rule over Indigenous communities. While the subjugation of Indigenous peoples began earlier in eastern Canada, in the west its onset was sharply marked by the events of 1869-70, in which the large Métis majority at Red River resisted Canada's attempt to take over their lands and resources without consent. From there we will proceed to examine subsequent steps in the administrative and legal subordination of Indigenous communities, such as treaties and residential schools. The weekly schedule below lists the topics. Please note that the schedule may change occasionally, as I hope to arrange for one or two guest speakers and/or some out-of-classroom events.

Apart from team work and the quizzes, the other major piece of work this term will be a written assignment of 10-12 pages or 2500-3000 words. The assignment is to assess and analyse two history-related websites, considering their degree of accuracy and the ways they present ideas about history. One class session on Tues. Jan. 16 will be devoted to exploring and analyzing websites together as a way to

help you get launched on this project. There will also be a handout describing the assignment in more detail.

### Required Texts

Kristin Burnett & Geoff Read, eds., *Aboriginal History: A Reader*, 2<sup>nd</sup> 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.

### Grading

| Assignment                                  | Due Date          | Value |
|---|-------------------|-------|
| Quizzes/ short tests                        | Various dates     | 15%   |
| Short essay on primary sources (1500 words) | November 21, 2017 | 15%   |
| Participation in team work                  | ongoing           | 20%   |
| Major essay, 10-12 pages (2500-3000 words)  | March 29, 2018    | 20%   |
| Final exam – 2 hours                        | TBA               | 30%   |
| Total                                       |                   | 100%  |

### Class and Reading Schedule, Winter Term

**Thurs. Jan. 4** – Introduction and Lecture: Resistance in Red River, 1869-70

**Tues., Jan. 9** – Lecture: Treaties of western Canada

**Thurs. Jan. 11** – Video: “Inuit: Fight for Life”

Weekly reading: Chapter 3, Treaties and Self-Governance, in *Aboriginal History: A Reader*.

**Tues., Jan. 16** – Session on analysing websites (prep for Term 2 essay)

**Thurs. Jan. 18** – Lecture: The Northwest Uprising of 1885

Weekly reading: *Treaty Elders of Saskatchewan* up to p. 39. (Online through UM Library.)

**Tues., Jan. 23** – Lecture: Residential Schools

**Thurs. Jan. 25** – Discussion: Residential Schools and Reconciliation

Weekly reading: *Treaty Elders of Saskatchewan* p. 39 to end.

**Tues., Jan. 30** – Quiz on *Treaty Elders of Saskatchewan* and chapter 3 of *Aboriginal History: A Reader*.

**Thurs. Feb. 1** – Team work

**Tues., Feb. 6** – Lecture: The Later Treaties

**Thurs. Feb. 8** – Lecture: Missions

Weekly reading: Ch. 14, “Treaties, Self-Governance, and Grassroots Activism,” in *Aboriginal History: A Reader*.

**Tues., Feb. 13** – Lecture: Organizing for Change, and video: “This Land”

**Thurs. Feb. 15** – visit National Research Centre? - if not, show “Keepers of the Fire”

Weekly reading: Ch. 11, “The Economy and Labour,” in *Aboriginal History: A Reader*.

**Mid-Term Break Feb. 19-23 – NO CLASSES**

**Tues., Feb. 27** – Lecture: Postwar Social Developments and video: “The ‘Just Us’ Society”

**Thurs. Mar. 1** – (tentative) guest talk by Haudenosaunee scholar Susan Hill

**Tues., Mar. 6** – Quiz on chapters 11 and 14 of *Aboriginal History: A Reader*

**Thurs. Mar. 8** – Team work

**Tues., Mar. 13** – class develops exam questions

**Thurs. Mar. 15** – Lecture: Watershed 1969-73: The White Paper and a pivotal court case

Weekly reading: Ch. 13, “Health, the Environment, and Government Policy,” in *Aboriginal History*.

**Tues., Mar. 20** – Lecture: Northern resources, southern power, with video: “Uranium”

**Thurs. Mar. 22** – Lecture: Commissions and Confrontations

Weekly reading: Ch. 10, “Religion, Culture, and the Peoples of the North,” in *Aboriginal History*.

**Tues., Mar. 27** – Quiz on chapters 10 and 13 of *Aboriginal History: A Reader*

**Thurs. Mar. 29** – Team work

**Tues., Apr. 3** – Lecture: Recent Developments

**Thurs. Apr. 5** – exam preparation

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The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation. The University of Manitoba is committed to a renewed relationship and dialogue with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, and reciprocity. This commitment and these principles will frame our course, and we will explore aspects of the colonial history that led us to the present moment. An understanding of what took place on the territory we now inhabit is necessary to decolonized relationships among Indigenous and non-Indigenous peoples and lands.

Class time: Tuesday, Thursday, 2:30–3:45pm  
Instructors' names: Adele Perry (Fall 2017) and Jarvis Brownlie (Winter 2017)  
Location: St John's College, 202  
Email addresses: [adele.perry@umanitoba.ca](mailto:adele.perry@umanitoba.ca)  
[robin.brownlie@umanitoba.ca](mailto:robin.brownlie@umanitoba.ca)

Offices: 228 St John's College (Adele), 204-474-8107  
450 Fletcher Argue (Jarvis), 204-474-9101

Office Hours: Monday, 12:30-1:30pm (Adele)  
Tues. and Thurs. 12-1 p.m., or by appointment (Jarvis)

From Adele: Please call me Adele, or, if you would prefer, Dr. Perry. Most people call me Adele. You are welcome to come to my office hours, or contact me via email. If I haven't replied within 2 days feel free to send me a follow up email.

From Jarvis: Please call me Jarvis, or, if you would prefer, Dr. Brownlie. I'm happy with either. You are most welcome to come to my office hours, or contact me via email. If I haven't replied within 2 days please send me

### 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 14,000 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 and field trips. 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 our guidance), and help you integrate information more effectively.

Adele Perry will be the instructor in the fall term. Jarvis Brownlie will be the instructor in the winter term. We will work together to provide consistency and communicate about the course.

### **Required Texts**

Kristin Burnett & Geoff Read, eds., *Aboriginal History: A Reader*, 2<sup>nd</sup> 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, we recommend:

Olive P. Dickason, *Canada's First Nations. A History of Founding Peoples from Earliest Times*, 4<sup>th</sup> ed.

Don Mills: Oxford University Press, 2016.

### **Academic Integrity**

You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Visit the Academic Integrity Site for tools and support: <http://umanitoba.ca/academicintegrity/>. Arts-specific information is available here: [http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities.html). Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them. The Faculty of Arts also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism. FYI (and, YES, this is meant to scare you away from plagiarism!), the common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F DISC (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F DISC for the course and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty. We make use of Google checks and internet sites designed to detect plagiarism.

### **Grade Appeals**

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

### **Unreturned Work**

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

## Grading

| Assignment                                  | Due Date          | Value |
|---|-------------------|-------|
| Quizzes/ short tests                        | Various dates     | 15%   |
| Short essay on primary sources (1500 words) | November 21, 2017 | 15%   |
| Participation and team work                 | Ongoing           | 20%   |
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| Final exam – 2 hours                        | TBA               | 30%   |
| Total                                       |                   | 100%  |

Evaluative feedback will be provided well before the voluntary withdrawal date, 16 January 2018.

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 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 us 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  |

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

### Course Technology

We would rather you use a pen and paper instead of a laptop to take notes in this class. Not only do the studies suggest that your notes will be more useful to you if you write them by hand, but also it is more difficult to get distracted by paper and a pen than by a laptop. If you absolutely must take notes on your laptop, please do not use it during class for any other purpose, including Facebook, email, Twitter or the million other captivating things you can find on the internet, because this is distracting not only for you, but also for students not using laptops. Please put your phone away during class. If there is some emergency and you need to have your phone with you, please let me know before class begins and please leave the class (rather than checking your phone in class) if you need to deal with what is going on. My expectation is that we will all try to be present in the classroom and to keep away from devices that take us away from one another and from our course content.

I will occasionally communicate with you as a class through UM Learn and/or by email. The U of M requires that you have an official university email account and that I use that account to communicate with you. Please make sure your U of M email account is activated. Thanks!

**Class and Reading Schedule, Fall Term**

The goal is to come to class having read the material specified each week, which will provide context for the material covered in lecture and the basis of discussion. On weeks where quizzes and team work are scheduled we will zero in further on the course readings.

12 and 14 September: Introduction and Indigenous cosmology, world views and institutions  
Weekly reading: Chapter 1, World Views, in *Aboriginal History: A Reader*

19 and 21 September: Ancient Peoples  
Weekly reading: Chapter 2, Encountering Europeans, in *Aboriginal History: A Reader*

26 September: Quiz on Chapters 1 and 2 of *Aboriginal History: A Reader*

28 September: Team Work

2 October: Indigenous People & Global Wars

4 October: Fall Break, No Class

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

10 and 12: October: Trade in fur, ideas, and people east of the Great Lakes

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

17 and 19 October: British takeover and Indigenous response, 1763-1914

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

24 October: Quiz on chapters 4,5 and 6 in *Aboriginal History: A Reader*

26 October: Team work

31 October & 2 November: The western fur trade

Video: "Women in the Shadows"

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

7 and 9 November: Fur Trade Society, the Northwest, & the Métis Nation

Field Trip to St Boniface Cemetery

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

14 November: Quiz on chapters 7 and 12

16 November: Team work

21 and 23 November: Indigenous Peoples and the Canadian State at mid-19th century

video: "The Pass System"

Weekly Reading: Chapter 8, Survivance, Identity, and the Indian Act, in *Aboriginal History*

Short Essay due 21 November 2017

28 and 30 November: The beginnings of Residential Schooling

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

Visit to/or from the National Centre for Truth and Reconciliation

5 December: Quiz on Chapter 8 and 9

7 December: Team Work



## Resources

As a student of the University of Manitoba there are a range of resources available to you.

The **Academic Calendar** (<http://umanitoba.ca/student/records/academiccalendar.html>) is one important source of information. Please note in particular the sections *University Policies and Procedures* and *General Academic Regulations*, some of the content of which is included below in this syllabus. First, the University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected to conduct yourself in an appropriate respectful manner. Policies governing behavior include these: **Respectful Work and Learning Environment** ([http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html)), **Student Discipline** ([http://umanitoba.ca/admin/governance/governing\\_documents/students/student\\_discipline.html](http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html)), **Intellectual Property** ([http://umanitoba.ca/admin/governance/media/Intellectual\\_Property\\_Policy\\_-\\_2013\\_10\\_01.pdf](http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf)), and **Violent or Threatening Behaviour** ([http://umanitoba.ca/admin/governance/governing\\_documents/community/669.html](http://umanitoba.ca/admin/governance/governing_documents/community/669.html)).

If you experience **Sexual Assault**, or know a member of the University community who has, please know that there are supports and resources available to you whether or not you choose to report the assault. The University of Manitoba wants to be a safe and supportive place for people to disclose sexual assault and receive the best care and referral possible. Information and resources can be found at the Sexual Assault site (<http://umanitoba.ca/student/sexual-assault/>), and the **Sexual Assault** policy may be found here: [http://umanitoba.ca/admin/governance/governing\\_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html).

Please contact an **Academic Advisor** within your faculty, college or school for questions about your academic program and regulations: <http://umanitoba.ca/academic-advisors/>. Please contact Student Advocacy (<http://umanitoba.ca/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.

The **Academic Learning Centre** (ALC) services may be helpful to you as you fulfill the requirements for this course. Through the ALC, you may meet with a study skills specialist to discuss concerns such as time management, reading and note-taking strategies, as well as test-taking strategies. You may also meet one-on-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. Writing tutors can also give you feedback if you submit a draft of your paper online. (Please note that the online tutors require 48 business hours to return your paper with comments.) All Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at <http://umanitoba.ca/student/academiclearning/>. You can also talk to a member of the Academic Learning staff by calling (204) 480-1481 or by dropping in at 205 Tier Building.

The **Indigenous Student Centre** (ISC) provides a wide range of services to First Nations, Metis, and Inuit students, including support and assistance with your studies and the transition to university and

the city or province. The ISC is located in Migizii Agamiik and you can read more about it at <http://umanitoba.ca/student/indigenous/about.html>.

The **Dafoe Library**. The Library has a lot of books, but it also has helpful people and resources, including LibGuides on many topics, study spaces, subject guides, useful workshops, student computers and printing, and is the location for some of the ALC's Writing Tutors. You can read about Dafoe's services here: <http://libguides.lib.umanitoba.ca/dafoe/services>.

The University of Manitoba is committed to providing all students equal access to learning opportunities. **Student Accessibility Services (SAS)** is the office that works with students who have permanent, chronic, or temporary disabilities to provide and/or arrange reasonable accommodations. If you have or think you may have a disability (e.g. mental health, attentional, learning, vision, hearing, physical, medical or temporary), you are invited to contact SAS to arrange a confidential discussion: (204) 474-7423 (V), (204) 474-9790 (TTY) or [Student\\_accessibility@umanitoba.ca](mailto:Student_accessibility@umanitoba.ca). If you are registered with SAS and have a letter requesting accommodations, please contact me early in the semester to discuss the accommodations outlined in their letter. Additional information is available at the Student Accessibility Services website: <http://umanitoba.ca/student/saa/accessibility/>.

**For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.**

Please contact the **Student Counselling Centre** (<http://umanitoba.ca/student/counselling/index.html>) 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. The centre offers crisis services as well as individual, couple, and group counselling. Please contact **Student Support Case Management** (<http://umanitoba.ca/student/case-manager/index.html>) if you are concerned about yourself or another student and don't know where to turn. People there help connect students with on and off campus resources, provide safety planning, and offer other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

Please contact the **University Health Service** (<http://umanitoba.ca/student/health/>) for any medical concerns, including mental health concerns. Please contact our **Health and Wellness Educator** <http://umanitoba.ca/student/health-wellness/welcome.html> or [Katie.Kutryk@umanitoba.ca](mailto:Katie.Kutryk@umanitoba.ca) if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault. For comprehensive information about the full range of health and wellness resources available on campus, visit the **Live Well @ UofM** site: <http://umanitoba.ca/student/livewell/index.html>.