

## **Indigenous Studies / History 4806 G Indigenous Peoples and Archives**

**Term:** Winter 2024

**Lecture Time:** Thursday, 2:30- 5:30

**Course Instructor:** Dr. Cody Groat ([cgroat@uwo.ca](mailto:cgroat@uwo.ca))

**Office and Office Hours:** Thursday, 11:30- 2:30 (LWH 2224)

**Course Description:** This course will critically examine archival sciences relating to Indigenous peoples. Long perceived as politically neutral, the collection of records is now identified as an act of settler-colonialism that displaces Indigenous peoples and their historical practices. A class project, alongside relevant case studies, will consider themes of power, intersectionality, and reconciliation.

**Prerequisite:** 2.0 History courses at the 2200-level or above, or 2.0 Indigenous Studies courses at the 2000-level or above.

This is a 3-hour seminar course that will meet once weekly.

### **Course Level Learning Outcomes**

- An understanding of the key terms and concepts associated with archival sciences.
- An introduction to the power imbalances within settler archives and a consideration of new methodologies that seek to rectify these.
- An introduction to Indigenous forms of documentary heritage and a consideration of how these have been integrated within settler and community-based archives.
- An understanding of significant archival collections including the Department of Indian Affairs, the Hudson's Bay Company, the National Centre for Truth and Reconciliation, and ArQuives.
- Experience with archival practices through a collaborative project with Western University's Archives and Special Collections.

### **Course Material**

All readings will be available through OWL. No additional purchases will be required.

### **Late Assignments**

Extensions are permitted if requested at least one week before an assignment is due. The new due date will be determined in consultation with the professor. The penalty for late work without an extension is 2% per day, including weekends, with a maximum deduction of 20%. Late work will be accepted until **April 9<sup>th</sup> at 11:59pm.**

All assignments are due at 11:59pm on the date that they are assigned for.

### **Methods of Evaluation**

<b>Assignment</b>	<b>Due Date</b>	<b>Weight</b>
Discussion Participation	Ongoing	15%
Discussion Leadership	Ongoing	20%
UNESCO Memory of the World Assignment	February 15, 2024	25%
Jan Eisenhardt Archives	March 21, 2024	25%
Final Reflection	April 4, 2024	15%

### **Participation**

This is a participatory, discussion-based class with questions posed regarding specific themes, concepts, and case studies. Active and consistent engagement in class discussions constitutes 15% of the final grade for this class. Participation will be evaluated during Weeks 3- 11.

Attendance at a minimum of 10 lectures is considered necessary for a passing grade.

Two discussion leaders will be assigned for the each lecture between Weeks 3 and 11. The professor will give a brief lecture to introduce the weekly theme and the archives that the class will be considering during the first hour and a half of the class. For the second hour and a half, the discussion leaders will be responsible for delivering a presentation on the assigned readings, including the major concepts that were introduced in these, and developing questions for the class to consider. The two discussion leaders will be responsible for considering the discussion portion of the class. Though not necessary, it is highly recommended that the discussion leaders collaborate to divide the assigned content between themselves. The discussion leaders will have access to the professors' slides at least one week before their presentation.

Each discussion leader will be responsible for writing a 3-page paper that is due one week after their leadership session. This will provide a summary of the readings and the archival source that was considered during class, as well as a reflection of their discussion leadership and the

comments that were shared by their peers. The 20% allocated for the discussion leadership grade will be divided between the in-class leadership (10%) and the written reflection (10%).

This assignment will be double spaced and 12-point, Times New Roman font.

### **UNESCO Memory of the World Annotated Bibliography**

Memory of the World is a commemorative designation that is overseen by UNESCO – the United Nations Educational, Scientific, and Cultural Office. This designation recognizes archival collections that are considered to be either nationally or internationally significant.

Prior to this assignment, students are encouraged to read the following article that provides context for the history and workings of the Memory of the World Program, including controversies that are associated with it:

Wilson, Ian. “The UNESCO Memory of the World Program: Promise Postponed.” *Archivaria* 87 (2019): 106-136.

Students will be provided with a list of 20 archival collections that have been commemorated through the UNESCO Memory of the World Program as being internationally significant. All of these will relate to Indigenous peoples, to various extents.

For this assignment, students will choose 3 of the collections from the list that they are provided, each of which will represent a different country. Students will then prepare a research portfolio. This will include a three-page analysis of each of the collections that they have chosen. Students should consider both the content and the administrative history of the collections, as well as the narratives regarding Indigenous peoples that are upheld by the recognition of these collections as being ‘internationally significant.’

The research portfolio should also include an introductory summary that is approximately 1-2 pages long that briefly explains the three collections, why they were chosen, and the similarities or differences regarding the narratives of Indigenous peoples that are presented through these collections.

This assignment will be no longer than 12-pages double spaced. It will be in 12-point, Times New Roman font. Students will need to integrate at least five peer-reviewed, secondary sources into their research portfolio. The article by Ian Wilson can be used in the research portfolio, but this will not count towards the five-peer reviewed, secondary sources.

### **Jan Eisenhardt Archives**

Jan Eisenhardt (1906- 2004) was the Supervisor of Physical Education and Recreation for the Indian Affairs Branch of the Government of Canada from February 1950- December 1951. In this role, he was responsible for developing a physical education curriculum for Indian Residential Schools. In 2017, Lisa Eisenhardt-Spillane donated the records of her father to

Western University. One series of records is listed as “Residential Schools,” and is fully accessible to the general public. Western Archives states that this includes “correspondence, clippings, newsletters, posters, photographs, and a series of photo journals of Eisenhardt’s ‘tours of inspection’ of residential schools throughout Canada.

The Final Report of the Truth and Reconciliation Commission of Canada (2017) included 94 Calls to Action to address the fractured relationship between the Government of Canada and Indigenous Peoples. Call to Action 77 states:

*“We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation.”*

For this assignment, students will be assigned one file from the Jan Eisenhardt archives. It will be the responsibility of individual students to book times with the Western Archives (located at Weldon Library) to consult their file of records.

Students will write an 8-page analysis of the contents of their file. This will include the proper citation of primary sources. The analysis will consider the content of individual documents and will discuss what can be learned by accessing these records. Students should consider if the experiences of individual students are referenced, and, if so, if this information should remain publicly accessible. This assignment does not require secondary source research, but, if students wish to integrate secondary source material, then they may do so.

This assignment will be double spaced and 12-point, Times New Roman font.

### **Final Reflection**

The assigned readings for Week One by Joan Schwartz, Terry Cook, and Laura Millar provide a foundation for this course. These consider the basics of what an archive represents from Western perspectives, while also considering the ways that archives have been used to uphold power imbalances. The assigned readings from other weeks throughout the semester can either be perceived as supporting or challenging these foundational perspectives.

For the final assignment, students will write a 5-page reflection summarizing what they have learned from this course. The reflection must begin with a summary of the readings by Schwartz, Cook, and Millar. From there, students must integrate at least three other readings (from three separate weeks). The focus of this final reflection is entirely based on the discretion of individual students. A strong final paper will consider key themes or concepts that have been discussed, while also integrating specific examples from archives considered during the course.

The assignment will be double spaced and 12-point, Times New Roman font.

Date	Topic	Readings
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January 11, 2024	What is an Archive?	<p><b>Primary Source:</b> <a href="#">Western University Archives and Special Collections</a></p> <p><b>Secondary Source:</b> Schwartz, Joan M. and Terry Cook. “Archives, Records, and Power: the Making of Modern Memory.” <i>Archival Science</i> 2 (1) (2002): 1-19.</p> <p><b>Secondary Source:</b> Millar, Laura. “What Are Archives?” in <i>Archives: Principles and Practices</i>. London: Facet Publishing, 2017: 3- 22.</p>
January 18, 2024	Field Trip	<p><b>Stop One:</b> Western University Archives and Special Collections – led by Tom Belton (Head of Archives and Special Collections)</p> <p><b>Stop Two:</b> Anglican Church of Canada Diocese of Huron Archives – led by Dez Nacario (Archivist)</p>
January 25, 2024	Indigenous Peoples in ‘Non-Indigenous’ Archives	<p><b>Primary Source:</b> <a href="#">The Hudson’s Bay Company Archives, Archives of Manitoba</a></p> <p><b>Secondary Source:</b> Simmons, Deidre. “Expanding Horizons Require Detailed Record-Keeping, 1830- 1860” in <i>Keepers of the Record: the History of the Hudson’s Bay Company Archives</i>. Montreal and Kingston: McGill-Queen’s University Press, 2007: 115- 142.</p> <p><b>Secondary Source:</b> Perry, Adele. “Empire, Family, Archive” in <i>Colonial Relations: the Douglas-Connolly Family and the Nineteenth-Century Imperial World</i>. Cambridge: Cambridge University Press, 2015: 1- 19.</p>

February 1, 2024	The Department of Indian Affairs	<p><b>Primary Source:</b> RG 10 – Records of the Department of Indian Affairs (Library and Archives Canada)</p> <p><b>Secondary Source:</b> Bak, Greg and Kenton Storey. “‘A Nation is Ill Served by a History Which is Not Genuine:’ the Past, Present, and Future of RG10, the Records of the Department of Indian Affairs.” <i>Journal of the Canadian Historical Association</i> (forthcoming), 1- 31.</p> <p><b>Secondary Source:</b> Hamilton, Michelle. “‘Anyone not on the list might as well be dead:’ Aboriginal Peoples and the Censuses of Canada, 1851- 1916.” <i>Journal of the Canadian Historical Association</i> 18 (1) (2007): 57- 79.</p>
February 8, 2024	Archives and Indigenous Identity	<p><b>Primary Source:</b> <a href="#">The Indian Register</a></p> <p><b>Primary Source:</b> <a href="#">Who is the real Buffy Sainte-Marie?, CBC News, October 27, 2023</a></p> <p><b>Secondary Source:</b> Leroux, Darryl. “Self-Indigenization in the Twenty-First Century” in <i>Distorted Descent: White Claims to Indigenous Identity</i>. Winnipeg: University of Manitoba Press, 2019: 1- 37.</p> <p><b>Secondary Source:</b> Palmater, Pamela. “Legislated Identity: Control, Division, and Assimilation” in <i>Beyond Blood: Rethinking Indigenous Identity</i>. Vancouver: Purich Publishing Ltd, 2011: 28- 54.</p>
February 15, 2024	The National Centre for Truth and Reconciliation	<p><b>Primary Source:</b> <a href="#">The Archival Records of the National Centre for</a></p>

		<p><a href="#">Truth and Reconciliation, University of Manitoba</a></p> <p><b>Secondary Source:</b> Ghaddar, J.J. “The Spectre in the Archive: Truth, Reconciliation, and Indigenous Archival Memory.” <i>Archivaria</i> 82 (82) (2016): 3- 26.</p> <p><b>Secondary Source:</b> McCracken, Krista and Skylee-Storm Hogan. “Community Archival Practice: Indigenous Grassroots Collaboration at the Shingwauk Residential Schools Centre.” <i>The American Archivist</i> 78 (1) (2015): 181- 191.</p>
February 29, 2024	<p>Intersectionality in the Archives</p> <p><b>Guest Speaker:</b> Dr. Chris Roulston (Professor of Gender, Sexuality, and Women’s Studies)</p>	<p><b>Primary Source:</b> <a href="#">Two-Spirit Archives, University of Winnipeg</a> and the <a href="#">Pride Library, Western Library</a></p> <p><b>Secondary Source:</b> Brown, Elspeth H. “Archival Activism, Symbolic Annihilation, and the LGBTQ+ Community Archive,” <i>Archivaria</i> 89 (1) (2020): 6- 32.</p> <p><b>Secondary Source:</b> Roulston, Chris. “Interpreting the Thin Archive: Anne Lister, Eliza Raine, and Telling School Tales.” <i>Eighteen-Century Studies</i> 55 (2) (2022): 191- 213.</p>
March 7, 2024	<p>‘Access to Information’ and the Sixties Scoop Archive</p>	<p><b>Primary Source:</b> Children’s Aid Records of Cody William Groat (Children’s Aid Society of Oxford County) and William Charles Groat (Children’s Aid Society of London and Middlesex)</p> <p><b>Secondary Source:</b> Moran, Ry. “Indigenous People Should Decide on Matters of Access to Archival Information.” <i>International Journal</i></p>

		<p>of <i>Circumpolar Health</i> 75 (1) (2016): 2.</p> <p><b>Secondary Source:</b> Bendo, Daniella, Taryn Hepburn, Dale C. Spencer, and Raven Sinclair. “Advertising ‘Happy’ Children: the Settler Family, Happiness, and the Indigenous Child Removal System.” <i>Children and Society</i> 33 (5) (2019): 399- 413.</p> <p><b>Secondary Source:</b> German, Daniel. “Archives, Open Government, and National Security: Balancing Concepts of Public Ownership with Security and Intelligence in Canada.” <i>The International Journal of Intelligence, Security, and Public Affairs</i> 22 (3) (2020): 168- 181.</p>
<p>March 14, 2024</p>	<p>Digital Born Indigenous Archives</p>	<p><b>Primary Source:</b> Twitter/ X accounts of @mcooncome, @cblackst, @WabKinew, and @GGCanada.</p> <p><b>Secondary Source:</b> Fondren, Elisabeth and Meghan Menard McCune. “Archiving and Preserving Social Media at the Library of Congress: Institutional and Cultural Challenges to Build a Twitter Archive.” <i>Preservation, Digital Technology and Culture</i> 47 (2) (2018): 33- 44.</p> <p><b>Secondary Source:</b> Moeke-Pickering, Taima, Julia Rowat, Sheila Cote-Meek, and Ann Pegoraro. “Indigenous Social Media Activism Using Twitter: Amplifying Voices Using #MMIWG,” in <i>Indigenous Peoples Rise Up: the Global Ascendency of Social Media Activism</i> ed. by Bronwyn Carlson and Jeff Berglund. New Brunswick:</p>



		Rutgers University Press, 2021: 112-124.
March 21, 2024	Indigenous Forms of Documentation	<p><b>Primary Source:</b> Wampum Collection, McCord Stewart Museum</p> <p><b>Secondary Source:</b> Lainey, Jonathan. “Wampum in Quebec from the 19<sup>th</sup> Century to the Present Day: Appropriation, Loss, Identification.” <i>Gradhiva</i> (33) (2022): 98- 117.</p> <p><b>Secondary Source:</b> Parmenter, Jon. “The Meaning of Kaswentha and the Two Row Wampum Belt in Haudenosaunee (Iroquois) History: Can Indigenous Oral Tradition be Reconciled with the Documentary Record?” <i>Journal of Early American History</i> 3 (1) (2013): 82- 109.</p>
March 28, 2024	International Examples	<p><b>Primary Source:</b> <a href="#">Indigenous Material at the American Philosophical Society, Philadelphia, Pennsylvania</a></p> <p><b>Secondary Source:</b> Griffiths, Billy. “The Archive of the Earth: Reading Rocky Cape.” <i>Journal of Colonialism and Colonial History</i> 20 (2) (2019): 1- 23.</p> <p><b>Secondary Source:</b> Montgomery, Lindsay M. and Severin Fowles. “An Indigenous Archive: Documenting Comanche History Through Rock Art.” <i>American Indian Quarterly</i> 44 (2) (2020): 196- 220.</p>
April 4, 2024	What is an Archive?	<p><b>Secondary Source:</b> Schwartz, Joan M. and Terry Cook. “Archives, Records, and Power: the Making of Modern Memory.” <i>Archival Science</i> 2 (1) (2002): 1-19.</p>

		<b>Secondary Source:</b> Millar, Laura. "What Are Archives?" in <i>Archives: Principles and Practices</i> . London: Facet Publishing, 2017: 3- 22.
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### **Additional Statements**

**Use of Generative AI Tools:** All work submitted must be your own. You **may not** make use of generative AI tools like ChatGPT for any assignments in this course.

Please review the Department of History's shared policies and statements for all undergraduate courses at: [https://history.uwo.ca/undergraduate/program\\_module\\_information/policies.html](https://history.uwo.ca/undergraduate/program_module_information/policies.html) for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.