

**History 2210 F**  
**Indigenous Peoples and Canadian History**

Term: **Fall 2023**

Lecture Time: **Monday 10:30- 12:30**

Tutorial Time: **Tuesday 9:30- 10:30 or Wednesday 10:30- 11:30**

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

Teaching Assistant: **Emma MacDonald** ([emacd25@uwo.ca](mailto:emacd25@uwo.ca))

Office and Office Hours: **Tuesday 9:00- 12:00**

**Course Description:**

Canadian History has relied on nationalist interpretations that reduce the role of Indigenous peoples within their own sovereign territories. This course challenges these ideas by demonstrating the permanency of Indigenous peoples and the continuity of their beliefs, practices, and political systems both within and outside of the Canadian nation-state. Topics that will be covered include the Northwest Resistance, the World Wars, the Red Power Movement, the creation of Nunavut, and the *Final Report of the Truth and Reconciliation Commission of Canada*.

**Prerequisite(s):**

1.0 History course at the 1000-level or above OR 1.0 Anthropology course at the 1000-level or above OR [Indigenous Studies 1020](#).

**Course Level Learning Outcomes:**

By the end of this course, students will:

- Understand concepts of Indigenous sovereignty and nationalism at the time of Canadian Confederation and how these were considered within foundational documents such as the *British North America Act* (1867)
- Understand how the relationship between Indigenous Peoples and the Government of Canada has changed throughout time as a result of the *Indian Act* (1876) and its subsequent amendments
- Consider Indigenous involvement within and responses to some of the major events that have shaped Canadian History including the Northwest Resistance, the World Wars, and the Siege of Kanesatake (the Oka Crisis)
- Recognize the significance of major commissions and reports that have influenced the relationship between Indigenous peoples and the Government of Canada including the McKenna-McBride Royal Commission (1912), the Hawthorn Report (1966), the Royal Commission on Aboriginal Peoples (1996), and the Truth and Reconciliation Commission of Canada

**Methods of Evaluation:**

Assignment	Due Date	Weight
Participation	Ongoing (during tutorials)	20%
Primary Source Analysis #1	October 2 <sup>nd</sup>	20%
Essay Proposal	October 23 <sup>rd</sup>	10%
Primary Source Analysis #2	November 13 <sup>th</sup>	20%
Final Essay	December 4 <sup>th</sup>	30%

**Participation:**

Students will submit a written question, comment, or response at the end of each lecture. This will count as 50% of their participation grade. These questions, as well as the content from the assigned readings, will inform discussion for the class tutorials, which will account for the other 50% of your participation mark. Attending the tutorials is not enough to secure the second 50% of the mark allocated towards participation, so make sure that you are actively contributing to discussions. If you are struggling to contribute, use your written question, comment, or response to the lecture as a starting point.

**Primary Source Analysis:**

Students will choose one primary source for each assignment from the options listed below, learn about the history of the document, and consider the ways that it could be used to teach a course about Indigenous peoples and Canadian History.

Students will submit a written summary about the history and the content of their chosen document as well as the context for its development. Questions to consider include the author, the purpose behind the creation of the document, and the events that influenced its creation. Students will consult at least two peer-reviewed secondary sources for each analysis.

Each primary source analysis will be four pages long, double spaced, in Times New Roman font.

Options for Primary Source Analysis One:

- *The Metis Bill of Rights* (1870)
- *Report on the Indian Residential Schools of Manitoba and the North-West Territories* (1907)
- *Chief Deskaheh Tells Us Why He Is Over Here Again* (1923)

Options for Primary Source Analysis Two:

- *Return of the Indian* by the National Film Board (1955)
- *Alberta Native Women's Association Brief to the Royal Commission on the Status of Women* (1968)
- *Residential School Apology by Pope Francis* (2022)

### Essay Proposal and Final Essay:

Students will write a 6–8-page essay on a subject relating to Indigenous peoples and Canadian history based on a theme, subject, person, or event from the 20<sup>th</sup> century.

On October 23<sup>rd</sup>, students will submit an essay proposal and annotated bibliography. This will be 2-pages long. The first page of this assignment will explain the topic of your final essay and will clearly present the thesis that you will be arguing. You are welcome to meet with the Teaching Assistant, Emma MacDonald, or the course instructor, Cody Groat, prior to submitting the essay proposal to assure your topic is appropriate. The second page of your proposal will be an annotated bibliography. For this portion of the assignment, students will list two peer-reviewed secondary sources that will be used while writing the final essay. The annotated bibliography will consist of the full and correct citation for the secondary source and a brief paragraph about how this source will help contribute to your final essay. For example, what sort of information does the article provide, and how does this relate to the thesis that you are arguing? This assignment will be double spaced, 12-point font, and in Times New Roman font.

The final essay is due December 4<sup>th</sup>. This will argue a clearly stated thesis, which is the point that you are trying to prove through your analysis. The final essay will be between 6 and 8 pages long and will cite at least four peer-reviewed secondary sources. This can (and should) include the two sources that you discussed through your annotated bibliography, unless you have identified sources that better reflect your final thesis statement.

**Attendance:** Students must attend at least seven lectures in order to pass this course.

**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 **December 9<sup>th</sup> at 11:59pm.**

**Course Materials:** All readings are available through OWL or the university library. No additional purchases are necessary.

<b>Date</b>	<b>Weekly Theme</b>	<b>Assigned Reading and Additional Notes</b>
September 11 <sup>th</sup>	Foundational Concepts	Eve Tuck, "Suspending Damage: A Letter to Communities," <i>Harvard Educational Review</i> 79 (3) (2009): 409- 428.
September 18 <sup>th</sup>	Pre-Confederation International Relations	Leanne Simpson, "Looking After Gdoo-naaganinaa: Precolonial Nishnaabeg

		Diplomatic and Treaty Relationships,” <i>Wicazo Sa Review</i> 23 (2) (2008): 29-42.
September 25 <sup>th</sup>	The Government of Canada and the <i>Indian Act</i> (1876)	Mary-Ellen Kelm and Keith D. Smith, “Introduction,” 1- 33, in <i>Talking Back to the Indian Act: Critical Reading in Settler Colonial Histories</i> (Toronto: University of Toronto Press, 2018).
October 2 <sup>nd</sup>	Establishing the Métis Nation	Adam Gaudry, “The Métis-ization of Canada: the Process of Claiming Louis Riel, Métissage, and the Métis People as Canada’s Mythical Origin,” <i>Aboriginal Policy Studies</i> 2 (2) (2013): 64- 87.
October 9 <sup>th</sup>	<b>Thanksgiving – No Class</b>	<b>Thanksgiving - No Class</b>
October 16 <sup>th</sup>	The World Wars and Political Organizing	Eric Story, “The Indigenous Casualties of War: Disability, Death, and the Racialized Politics of Pensions, 1914- 1939,” <i>The Canadian Historical Review</i> 102 (2) (2021): 279- 304.
October 23 <sup>rd</sup>	Resource Extraction and the Labour Economy	Mary Jane Logan McCallum, “The Permanent Solution: The Placement and Relocation Program, Hairdressers, and Beauty Culture,” 66- 118,” in <i>Indigenous Women, Work, and History, 1940- 1980</i> (Winnipeg: University of Manitoba Press, 2014).
October 30 <sup>th</sup>	<b>Reading Week – No Class</b>	<b>Reading Week – No Class</b>
November 6 <sup>th</sup>	Red Power and the Urban Indigenous Experience	Scott Rutherford, “‘The Quest for Self-Determination,’ The Third World, Anti-Colonialism, and ‘Red Power,’” 62- 82, in <i>Canada’s Other Red Scare: Indigenous Protest and Colonial Encounters During the Global Sixties</i> (Montreal & Kingston: McGill-Queen’s University Press, 2020).
November 13 <sup>th</sup>	The <i>Constitution Act</i> (1982) and International Advocacy	Joel Hebert, “‘Sacred Trust:’ Rethinking Late British Decolonization in Indigenous Canada,” <i>Journal of British Studies</i> (58) (2019): 565- 597.

November 20 <sup>th</sup>	Kanesatake and the Royal Commission on Aboriginal Peoples	Ian Peach, "The Power of a Single Feather: Meech Lake, Indigenous Resistance and the Evolution of Indigenous Politics in Canada," <i>Review of Constitutional Studies</i> 16 (1) (2011): 1- 29.
November 27 <sup>th</sup>	The Establishment of Nunavut	Graham White, "Governance in Nunavut: Capacity vs. Culture?" <i>Journal of Canadian Studies</i> 43 (2) (2009): 57- 81.
December 4 <sup>th</sup>	Genocide, Truth, and Reconciliation	David MacDonald, "Pluralists, Indigenous Peoples, and Colonial Genocide," 44- 60, in <i>The Sleeping Giant Awakens: Genocide, Indian Residential Schools, and the Challenge of Conciliation</i> (Toronto: University of Toronto Press, 2019).

**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.