

IS 3001G (Winter 2020): Warriors, Veterans, and Peacekeepers
Fridays 10:30am to 1:30pm
Class Location: SSC 3108

Instructor: Evan J. Habkirk
Office Hours: TBD, SSC 3212
Email: ehabkirk@uwo.ca

Course Description:

Taking its title and theme from an exhibit at the Woodland Cultural Centre, this course will explore the historical evolution and participation of Indigenous peoples in historical conflicts to present day. By accessing recent scholarship, the student will develop an understanding of how colonial governments have recruited and used Indigenous soldiers to enhance their own militaries and how and why Indigenous people chose to participate in these conflicts.

Learning Objectives:

Students will gain a greater understanding of the complex relationship that exists between state militaries and Indigenous people and will focus on the motivations of Indigenous communities and individuals to understand why they participated and continued participate in state military forces. Specifically, students will be able to:

- Identify the historical roots of Indigenous participation in 19th and 20th century conflicts.
- Gain an understanding of the various reasons Indigenous people participate in these militaries.
- Analyze the impacts Indigenous participation in non-Indigenous conflicts has had on Indigenous soldiers.
- Consider the impact that Indigenous military service has on the Indigenous communities, especially when combat veterans return home.

Prerequisites:

FNS/IS 1020E and registration in second year or higher

Required Texts:

Richard W. Hill Sr., *Skywalkers: A History of Indian Iron Workers*. Brantford: Woodland Indian Cultural Centre, 1987.

Tom Holm, *Strong Hearts Wounded Souls: Native American Veterans of the Vietnam War*. Austin: University of Texas Press, 1996.

Richard Van Camp, *Path of the Warrior*. Courtenay, BC: Healthy Aboriginal Network, 2009.

Veterans of the Kettle and Stony Point First Nation: Personal Recollections of Veterans and their Families. Edited by Barry Milliken and Christianne Stephens (London, ON: University of Western Ontario, n.d).

Various On-line Readings and Journal Articles: See Class and Lecture and Reading Schedule

Assignments and Evaluation:

Class Participation: 20%

Students are expected to come to every class prepared, ready to engage with the issues identified in the readings, and extend the readings by linking them to other materials/discussions from previous classes. They will also be ready and willing to engage in classroom debates and discussions.

Book Review: 20%

Students will choose a book from the recommended reading list and complete a 4 to 5-page book review and evaluate the depiction of the Indigenous military experience. Students will be critical of information and points of view presented by academic authors compared to those of Indigenous communities.

Due: 31 January 2020

Paper Proposal: Soldier Project: 10%

Students will complete a 5-page proposal identifying an Indigenous soldier they wish to use to complete their final project. This proposal should include who the soldier is, why the student has chosen to focus their project on them, and potential sources to be used in completion of the project.

Due: 28 February 2020

Soldier Project Poster Presentation: 20%

Students will present the findings of their soldier projects to the class in a 10-minute presentation either individually or in a group setting. Both the presentation and the poster will be evaluated (10% for the poster and 10% for the presentation).

Due: 27 March 2020

Soldier Project Research Paper: 30%

Students will choose a soldier and complete a 12-15-page biographical research paper exploring the soldier's life, lived experience, military service, and examine why the soldier participated in the military and various conflicts. Themes that should be explored are their home communities, their traditional understanding of their military, their reasons for participation and experiences while serving, and their reception when they returned home.

Due: 3 April 2020

LECTURE/SEMINAR AND READING SCHEDULE

Class 1: 10 January 2020 – The Forgotten Warrior

- Holm, Chapter 1
- R. Scott Sheffield, “‘Of Pure European Descent and of the White Race’: Recruitment Policy and Aboriginal Canadians, 1939-1945” *Canadian Military History* 5, 1, (1996), 8-15.
Available online at Western Library
- R. Scott Sheffield, “Great War, Great Warriors: An Insightful New History of Indigenous Soldiers in World War One” *Literary Review of Canada* 20, 4 (May 2012): 26-27.
See OWL for your copy
- Richard Holt, “First Nations Soldiers in the Great War” *Native Studies Review* 22, 1/ 2 (2013): 139-156.

Available online at Western Library

- Eric Story, “‘The Awakening Has Come’: Canadian First Nations in the Great War Era, 1914-1932.” *Canadian Military History* 24, 2 (2015): 1-25.

Available online at Western Library

Class 2: 17 January 2020 – Making a Warrior

- Holm, Chapter 2
- Bob Antone, “Reconstructing Indigenous Masculine Thought,” in *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*, edited by Robert Alexander Innes and Kim Anderson (Winnipeg: University of Manitoba Press, 2016), 21-37.

See OWL for your copy

- Fredrick Onondayoh Loft, “Militarism Among the Indians of Yesterday and Today,” *Selected Papers from the Canadian Military Institute* 17 (1909): 43-49.

See OWL for your copy

- John Mohawk, “The Warriors Who Turned to Peace,” *Yes Magazine* (November 2004)
Available at: <https://www.yesmagazine.org/issues/healing-resistance/the-warriors-who-turned-to-peace>

Class 3: 24 January 2020 – Displays of the Warrior Tradition

- David Blanchard, “Entertainment, Dance, and Northern Mohawk Showmanship,” *American Indian Quarterly* 7, 1 (1983): 2-26.

Available online at Western Library

- Evan J. Habkirk, “Canada’s First Nations in the Anglo-Boer War,” in *Empire from the Margins: Religious Minorities in Canada and the South African War*, edited by Gordon L. Heath (Eugene, Oregon: Pickwick Publications for McMaster Divinity Press, 2017), 148-152.

See OWL for your copy

- Wade A. Henry, “Imagining the Great White Mother and the Great King: Aboriginal Tradition and Royal Representation at the ‘Great Pow-wow’ of 1901,” *Journal of the Canadian Historical Association* 11, 1 (2000): 87-108.

Available online at Western Library (make sure you choose the English version)

- Great War Centenary Association Brantford, Brant County, Six Nations, “Loyalty to the Crown,” *Great War Centenary Association Brantford, Brant County, Six Nations*

Available at: <http://www.doingourbit.ca/loyalty-crown>

- Mike O’Brian, “Manhood and the Militia Myth: Masculinity, Class, and Militarism in Ontario, 1902-1914.” *Labour/La Travail* 42 (1998): 115-141.

Available online at Western Library

Class 4: 31 January 2020 – Transition from Warrior to Soldier

- Holm, Chapter 3
- Evan J. Habkirk, “From Indian Boys to Canadian Men? The Use of Cadet Drill in the Canadian Indian Residential School System.” *British Journal of Canadian Studies* 30, 2 (2017): 227-248.

Available online at Western Library

Class 5: 7 February 2020 – The World Wars

- Evan J. Habkirk and Helen Gregory. “First Nations and the Home Front: Case Study of the Grand River Six Nations” in *Behind the Lines: Canada’s Home Front During the First and Second World Wars*. Edited by Catherine Elliot Shaw and Alison Kenzie (London, ON: McIntosh Gallery, 2017), 11-20.

See OWL for your copy

- Katherine McGowen, “‘In the Interest of the Indians’: The Department of Indian Affairs, Charles Cook, and the Recruitment of Native Men in Southern Ontario for the Canadian Expeditionary Force, 1916.” *Ontario History* 102, 1 (2010): 109-124.

Available online at Western Library

- James W. St.G. Walker, “Race and Recruitment in World War I: Enlistment of the Visible Minorities in the Canadian Expeditionary Force” *Canadian Historical Review* 70, 1 (1989): 1-26.

Available online at Western Library

- R. Scott Sheffield and Hamar Foster. “Fighting the King’s War: Harris Smallfence, Verbal Treaty Promises and the Conscription of Indian Men, 1944.” *University of British Columbia Law Review* 33 (1999-2000): 53-74.

Available online at Western Library

- Steven A. Bell, “The 107th ‘Timber Wolf’ Battalion at Hill 70” *Canadian Military History* 5, 1, (1996), 73-78.

Available online at Western Library

Class 6: 14 February 2020 – Researching Soldiers

- Veterans of the Kettle and Stony Point First Nation (**Full Book**)
- Also see the Great War Centenary Association Brantford, Brant County, Six Nations “We Remember Database” (<http://www.doingourbit.ca/records-search>)
 - Put “Six Nations, Tuscarora Township, Ontario: in the “Birth City” search field. You manually have to click on the “Search” button

Winter Reading Week

Class 7: 28 February 2020 – Post-War Activism

- Robert Alexander Innes, “‘I’m On Home Ground Now. I’m Safe’: Saskatchewan Aboriginal Veterans in the Immediate Postwar Years, 1945-1946, *American Indian Quarterly*, 28, 3 (2004): 685-718.

Available online at Western Library

- Peter Kulchyski, “A Considerable Unrest”: F.O. Loft and the League of Indians,” *Native Studies Review* 4, 1 and 2 (1988): 95-117.

Available at: portal.usask.ca/docs/Native_studies_review/v4/issue1-2/pp95-117.pdf

- Grace Li Xiu Woo, “Canada’s Forgotten Founders: The Modern Significance of the Haudenosaunee (Iroquois) Application for Membership in the League of Nations,” *Law, Social Justice & Global Development*, 1 (2003): 2-15.

Available at: https://warwick.ac.uk/fac/soc/law/elj/lgd/2003_1/woo/woo.rtf

Class 8: 6 March 2020 – Modern War

- Holm, Chapters 4 and 5

Class 9: 13 March 2020 – Remembering War and Warriors

- Asa R. Hill, “The Historical Position of the Six Nations.” *Papers and Records of the Ontario Historical Society*, 19 (1922): 103-109.
See OWL for your copy
- Monty Soutar, “C Company Oral History Project.” *Te Pouhere Korero* 3 (2009), 9-22.
See OWL for your copy
- Eric Story, “Indigenous Veterans, the Indian Act, and the Origins of National Aboriginal Veterans Day.” *ActiveHistory.ca*.
Available at: <http://activehistory.ca/2018/03/indigenous-veterans-the-indian-act-and-the-origins-of-national-aboriginal-day/>.
- Eric Story, “The Wabanosse Hearing: An Indigenous Veteran Fighting for a Great War Pension.” *CanadianMilitaryHistory.ca*.
Available at: <http://canadianmilitaryhistory.ca/the-wabanosse-hearing-an-indigenous-veteran-fighting-for-a-great-war-pension>
- Woodland Cultural Centre, “114th Battalion Flag Presentation Ceremony.” *Wadrihwa* 29, 1 (Winter 2015): 3.
See OWL for your copy
- Woodland Cultural Centre. “Veterans, Warriors, and Peacekeepers.” *Wadrihwa* 28, 2-4 (Spring/Fall 2014): 1.
See OWL for your copy
- Duncan Campbell Scott, “The Canadian Indians and the Great War” in *Canada in the Great War* vol. 3: Guarding the Channel Ports (Toronto: United Publishers of Canada, 1919), 284-328.
See OWL for your copy

Class 10: 20 March 2020 – Images of the Warrior

- Gail Guthrie Valaskakis, “Rights and Warriors: Media Memories of Oka,” in *Indian Country: Essays on Contemporary First Nations Culture* (Waterloo, ON: Wilfrid Laurier Press, 2005), 35-66.
Available online at Western Library
- Richard Van Camp, *Path of the Warrior (Full Book)*
- Richard Van Camp, “Into the Tribe of Man: A Conversation with Richard Van Camp,” in *Masculindians: Conversations about Indigenous Manhood*, edited by Sam McKegney (East Lansing: Michigan State University Press, 2014), 184-193.
See OWL for your copy

Class 11: 27 March 2020 – Student Presentations

- Student Presentations @ 10-15 mins each
 - Based on your Soldier Projects

Class 12: 3 April 2020 – Reconceptualizing the Warrior

- Richard W. Hill Sr., *Skywalkers (Full Book)*.

Important Policies

Policies for Assignment Deadlines:

Course Policy on Late and Missed Work:

All assignments are to be handed **in electronically via OWL and in hard copy** before the beginning of lecture on the assigned date. Assignments will be considered late if the student is absent from class on the due date without making prior arrangements; late assignments will be deducted 5 marks per day. No assignments will be accepted after the last day of class.

If you need to hand in an assignment late, you can submit it to the Indigenous Studies main office, Room 3018 where there is a drop off box that will be open to students who come after office hours. The assignment will be date stamped the next day and placed in my mailbox.

If you miss a deadline due to illness, a doctor's note will be required no later than a week after the missed assignment. If you need an extension, please contact me and we will discuss if there are grounds for such an extension. Note: Work overload is not grounds for an extension and will not be considered.

Students are strongly advised to keep rough and draft work and hard copies of their essays and assignments before handing in to the Instructor or Department. All essays/assignments should be kept by the student until the marked essays/assignments have been returned to them and the grades are posted on OWL.

Further information about absences and missed assignments can be found on the Faculty of Social Science Counselling website: https://counselling.ssc.uwo.ca/procedures/having_problems/index.html

Course Policy on Grade Appeals:

If you have concerns regarding your grade of a specific assignment, you can submit a grade appeal. No appeal will be considered unless it is accompanied by a detailed written explanation of 250-500 words, with reference to the grading criteria, of why you feel the grade is unjustified.

Once an appeal is submitted, the professor will re-examine the entire assignment, not just the question or paragraph mentioned in the appeal. The appeal process can result in one of three outcomes: no change to the original grade, a higher grade, or a lower grade. If you wish to submit a written appeal, you must submit it within one week of the grade being given.

The final grades are final and will not be rounded up. If you need help with any of the assignments, feel free to make an appointment with the professor during their office hours.

After that, the process for appeals can be found on the Faculty of Social Science Counselling webpage: https://counselling.ssc.uwo.ca/procedures/having_problems/Appeals.html

A Note on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate

and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Policies on Examinations

No electronic devices will be allowed during tests or examinations. When entering a testing or examination room, all personal belongings, except writing utensils, will be placed at the front of the room.

Policy on Laptops and other Electronics/Phones in Class:

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

Policy on Accommodation for Medical Illness

Western's policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:

http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.