History 4296G/Indigenous Studies 4001G
Selected Topics in Canadian History – Indigenous Peoples and Public History
Winter 2022
Thursday, 2:30-5:30pm
Synchronous

Instructor: Cody Groat, Assistant Professor
Office Hours: Thursday, 1:00-2:30 (Zoom)
Department of History, Office: Lawson Hall 2224
Email: cgroat@uwo.ca

Course delivery with respect to the COVID-19 pandemic:

The first part of this course will be delivered online (synchronously) via Zoom. The course will return to an in-person mode of delivery when the university and local health authorities deem it safe to do so.

Course Description:

This course will explore Canadian public history as it relates to Indigenous Peoples. Several aspects of ‘public history’ will be examined, including the erection of statues and monuments, the recognition of cultural landscapes, acts of public performance, and the repatriation of ancestral remains. This course will consider theoretical frameworks associated with the practice of public history and Indigenous responses to the field, including protest, assertions of intellectual property, and critiques of the nature/cultural divide. Case studies will include the Indians of Canada Pavilion at Expo 67, the commemoration Calls to Action of the Truth and Reconciliation Commission of Canada, and the movie Smoke Signals (1998).

Prerequisite(s):

2.0 History courses at the 2200 level or above.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Antirequisite(s):

Indigenous Studies 4001G

Course Syllabus:

The head of Egerton Ryerson, once part of a statue at Ryerson University, now sits on a spike at 1492 Land Back Lane on Six Nations of the Grand River Reserve. This is one example of how Canadian public history and its intersections with Indigenous Peoples have been radically reconsidered in the 21st century. This, and other acts of affirmative action by Indigenous Nations, demonstrate a new era of Indigenous cultural revitalization. Within this context, it is vital to consider what public history represents, the narratives it cultivates, and how these have been used by, and used against, Indigenous Peoples in what is now Canada.
Participation and Leadership Reflection – various due dates

During this fourth-year seminar, students will be encouraged to demonstrate skills that they have learned throughout the entirety of their degree by leading a class discussion of their own. The first half of each class will be based on the secondary readings and led by the course instructor. Students are expected to come to class with these readings completed. The second half of each class will be led by a classmate and will be based on the identified case studies. Weekly class leaders will introduce each of the case studies and will connect these examples to the assigned secondary readings. Class leaders are encouraged to prepare a slideshow or alternative form of presentation to prompt, encourage, and guide their classmates’ learning experience. Class leaders are welcome to meet with the course instructor prior to their presentation to further understand the lecture material for their identified week.

After students have led their group discussion, they will be required to individually submit a three-page reflection paper on their leadership experience. **This will be due one week after the class that you’ve led.** The reflection should be more than an overview of the assigned readings. A strong reflection paper will discuss how leading your own class impacted your understanding of the topic itself. You may also consider comments that were made by your classmates, noting if these were similar or different to the ideas that you previously had yourself.

Your class leadership and reflection will constitute 15% of your participation mark. **Your participation in other class discussions throughout the semester will constitute the remaining 15% of your participation mark.**

Comparative Book Review – February 10th, 2022

Anishinaabe nations recognize that storytelling plays a significant role in cultural transmission. A contemporary example of this can be seen with *Books and Islands in Ojibwe Country* by Louise Erdrich (Turtle Mountain Band of Chippewa Indians). In this memoir, “Erdrich takes us on an illuminating tour through the terrain her ancestors have inhabited for centuries […] summoning to life the Ojibwe’s sacred spirits and songs, their language and sorrows […]” This region, now known as Northern Ontario, contains a significant number of petroglyphs, rock art, and landscapes intrinsically associated with oral histories. Non-Indigenous scholars such as Selwyn Dewdney (1909-1979) dedicated their lives to documenting these landscapes, often without the consent or support of the Anishinaabe.

For this assignment, students will compare *Books and Islands in Ojibwe Country* (2003) by Louise Erdrich and *Daylight in the Swamp: Memoirs of Selwyn Dewdney* (1997). While reading, students are encouraged to broaden their understanding of what public history entails by asking how Indigenous cultural knowledge of this landscape has been shared from both an Indigenous and non-Indigenous perspective. Students may wish to consider themes from weeks 2, 3, and 4 while writing their book review.

This assignment will be eight pages double-spaced. **You do not need to cite any additional sources, and you do not need to argue a specific thesis.** Your assignment should be more than a summary of the two books and should include a critical discussion that compares specific quotes, chapters, and ideas.
**Endangered Heritage Places** – Proposal: February 24th / Essay and Interpretive Panels: April 7th

The National Trust for Canada is a registered national charity that works to sustain places that bring heritage to life. Every year, the National Trust publishes an ‘Endangered Places List’ to bring national attention to properties and landscapes that are at risk due to urban development, environmental degradation, vandalism, or neglect.

For this assignment, students will propose an Indigenous heritage place for addition on the Endangered Places List. This assignment should demonstrate what you’ve learned throughout the semester and could consider Indigenous languages, the concept of cultural landscapes, and the protocols of specific Indigenous nations.

Students will not submit their proposal to the National Trust for Canada. That being said, the organization’s nomination form and the past Endangered Places Lists may provide some insight into some of the overarching questions that you could consider.

Students will submit a three-page double-spaced project proposal by February 24th. This will clearly outline the site that you’re proposing, the communities who consider the site to be significant, and the justifications as to why you consider this endangered. You will be provided with feedback to help shape your final essay.

The final essay will be a 15-page double-spaced paper that provides the history of the site you’re proposing, the communities who consider the site to be significant, and the justifications as to why you consider this endangered. A strong essay may also consider heritage programs, legislation, or grants that may assist the community in stewarding the significant site. This essay will include at least 5 peer-reviewed secondary sources and does not need to argue a specific thesis.

**Course Materials:**

Students will need to locate or purchase a copy of *Books and Islands in Ojibwe Country* by Louise Erdrich (2003) and *Daylight in the Swamp* by Selwyn Dewdney. This is available at the Weldon Library, London Public Library, and will be available at the campus book store.

All further readings will be available on OWL or digitally accessible through the Weldon Library.

**Methods of Evaluation**

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<thead>
<tr>
<th>Assignment</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Group Discussion Leadership &amp; Reflection</td>
<td>30%</td>
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<tr>
<td>(3 pages) – due various dates</td>
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<tr>
<td>Book Review (8 pages) – due February 10th</td>
<td>20%</td>
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<tr>
<td>Endangered Heritage Places</td>
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<tr>
<td>• Proposal (3 pages) – Due February 24th</td>
<td>Proposal 10%</td>
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<td>• Essay (15 pages) – Due April 7th</td>
<td>Final Essay 40%</td>
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Extensions for late work will be granted (with the exception of the final project) if I am informed at least one week in advance and we both agree upon a fixed date for submission. If I am not informed one week in advance then a late penalty of 2% a day (including weekends) will be applied, to a maximum penalty of 20% per assignment.

**Accommodation for missed assignment deadlines with a Self-Reported Absence:**
If a student reports an SRA for an assignment (i.e. an essay) the new due date will be 48 hours after the SRA was submitted.

**Course Schedule and Readings:**

**Weekly Topics:**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 13th</td>
<td>Introduction</td>
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<td>January 20th</td>
<td>Place Names and Indigenous Languages</td>
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<td>January 27th</td>
<td>Cultural Landscapes</td>
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<td>February 3rd</td>
<td>Sacred and Ceremonial Sites</td>
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<td>February 10th</td>
<td>The Government of Canada and Indigenous Public History</td>
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<td>February 17th</td>
<td>Archaeology and Cultural Resource Management</td>
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<td>March 3rd</td>
<td>Statues and Monuments</td>
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<td>March 10th</td>
<td>Museums and Cultural Centres</td>
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<td>March 17th</td>
<td>Archives and Documentary Heritage</td>
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<td>March 24th</td>
<td>Intellectual Property and Intangible Cultural Heritage</td>
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<tr>
<td>March 31st</td>
<td>Representation in Popular and Mass Media</td>
</tr>
<tr>
<td>April 7th</td>
<td>Ceremony, Activism, and Public Performance</td>
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**Week One – Introduction**

**Secondary Readings:**


**Week Two - Place Names and Indigenous Languages**

**Case Studies:**

- First Peoples’ Map of British Columbia – [https://maps.fpcc.ca/art](https://maps.fpcc.ca/art)
- Stories from the Land: Indigenous Place Names in Canada - [https://maps.canada.ca/journal/content-en.html?lang=en&appid=0e585399e9474ccf932104a239d90652&appidalt=11756f2e3c454acdb214f950cf1e2f7d](https://maps.canada.ca/journal/content-en.html?lang=en&appid=0e585399e9474ccf932104a239d90652&appidalt=11756f2e3c454acdb214f950cf1e2f7d)
- *Reclaiming Indigenous Place Names* by Christina Gray and Daniel Ruck (Yellowhead Institute, October 2019) - [https://yellowheadinstitute.org/2019/10/08/reclaiming-indigenous-place-names/](https://yellowheadinstitute.org/2019/10/08/reclaiming-indigenous-place-names/)
Secondary Readings:


**Week Three – Cultural Landscapes**

**Case Studies:**

- Pimachiowin Aki Website - [https://pimaki.ca](https://pimaki.ca)
- *Executive Summary: Pimachiowin Aki World Heritage Site* (available on OWL)

**Secondary Readings:**


**Week Four – Sacred and Ceremonial Sites**

**Case Studies:**

- *The Peterborough Petroglyphs / Kinoomaagewaakong: Confining the Spirit of Place* by Dagmara Zawadzka (International Council on Monuments and Sites, 2008) (available on OWL)
Secondary Readings:


Week Five – The Government of Canada and Indigenous Public History

Case Studies:

- *Truth and Reconciliation Commission of Canada Calls to Action* - [http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf)
- *Places of Memory and Indian Residential Schools: An Options Analysis* (Historic Sites and Monuments Board of Canada, 2019) (available on OWL)
- Directory of Federal Heritage Designations

Secondary Readings:


Week Six – Archaeology and Cultural Resource Management

Case Studies:

- Pasików: How Archaeological Remote Sensing is helping the Papaschase First Nation in their fight for justice - [https://storymaps.arcgis.com/stories/20575c9b2cf241c8be7d17803eac76f1?fbclid=IwAR1qx9jzjYW9f_1W2kR_fR_7NlxmcNzuyFvOMbbSHob1gB7-hG-Ath65XM](https://storymaps.arcgis.com/stories/20575c9b2cf241c8be7d17803eac76f1?fbclid=IwAR1qx9jzjYW9f_1W2kR_fR_7NlxmcNzuyFvOMbbSHob1gB7-hG-Ath65XM)
- The Indigenous Paleolithic Database of the Americas by Dr. Paulette Steeves, https://tipdba.com

Secondary Reading:


Week Seven – Statues and Monuments

Case Studies:

- “’We’re just in awe’: Tuktoyaktuk unveils monument to community’s past,” CBC News (June 24, 2020) - https://www.cbc.ca/news/canada/north/tuktoyaktuk-n-w-t-unveils-monumental-sculpture-1.5624080

Secondary Readings:


Week Eight – Museums and Cultural Centres

Case Studies

**Task Force Report on Museums and First Peoples** (Assembly of First Nations and the Canadian Museums Association, 1994) - 
- First Nations Confederacy of Cultural Education Centres - https://www.fnccec.ca/
- Witness Blanket, Canadian Museum of Human Rights 
https://humanrights.ca/exhibition/the-witness-blanket
- Canadian Museum of History, Canadian History Hall (2017)
  - Creation Stories https://www.historymuseum.ca/history-hall/traditional-and-creation-stories/
  - Archaeological Evidence https://www.historymuseum.ca/history-hall/archaeological-evidence/
  - Head-Smashed-In Buffalo Jump https://www.historymuseum.ca/history-hall/head-smashed-in-buffalo-jump/
  - The Northern Limit of Human Occupation - 
https://www.historymuseum.ca/history-hall/northern-limit-human-occupation/
  - The Covenant Chain, Royal Proclamation and Treaty of Niagara 
https://www.historymuseum.ca/history-hall/covenant-chain-royal-proclamation-treaty-niagara/

**Secondary Readings:**


**Week Nine – Archives and Documentary Heritage**

**Case Studies:**

- Canadian Commission for UNESCO Memory of the World Register
- Royal Ontario Museum
  - Birchbark inscription https://collections.rom.on.ca/objects/248221/birchbark-inscription?ctx=a2e6e417-0582-4ec8-8e84-7f3ce6fa1609&idx=16
  - Birchbark scroll https://collections.rom.on.ca/objects/226103/birchbark-scroll?ctx=78ecd9fb-f397-4cc3-8c5b-1c12d50b4f28&idx=18
- University of Toronto Archives
  - Kaswentha Belt (Two Row Wampum Treaty)

Secondary Readings:


Week Ten – Intellectual Property and Intangible Cultural Heritage

Case Studies:

- Marius Barbeau’s Wax Cylinder Collection, Canadian Museum of History http://www.historymuseum.ca/cmc/exhibitions/tresors/barbeau/mbf0300e.html

Secondary Readings:


Week Eleven – Representation in Popular and Mass Media

Case Studies:

- *Nanook of the North* (Released 1922) - https://www.youtube.com/watch?v=lkW14Lu11Bo
- “The Oral Tradition” from *Smoke Signals* (Released 1998)
- Ep. 1 *Pilot*, Rutherford Falls (Released April 22nd, 2021)
Secondary Readings:


Week Twelve – Ceremony, Activism, and Public Performance

Case Studies:

- Kika’ige Historical Society https://shekonneechie.ca/2018/06/21/kikaige-historical-society/
- Walking With Our Sisters http://walkingwithoursisters.ca
- “Indigenous students in school division where girl was shamed for ribbon skirt make inroads,” CBC News (June 21, 2021) https://www.cbc.ca/news/canada/saskatchewan/indigenous-students-ribbon-skirt-school-1.6069359
- Autumn Peltier (Wikwemikong First Nation) speech at United Nations World Water Day, March 2018 https://www.youtube.com/watch?v=zg60sr38oic

Secondary Readings:


Use of Electronic Devices:
Laptops, tablets, and similar devices may be used in case for taking notes.

Additional Statements:
Please review the Department of History Course Must-Knows document, https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness