HISTORY 4296G
INDIGENOUS STUDIES 4001G
Selected Topics in Canadian History – Indigenous Peoples and Public History
Winter 2022
Thursday, 2:30- 5:30pm
In-Person

Instructor: Cody Groat, Assistant Professor
Office Hours: TBD
Department of History, Office: Lawson Hall TBD
Email: cgroat@uwo.ca

This is a draft syllabus. Please see your course OWL site for the final syllabus.

Course Description:
This course will explore Canadian public history as it relates to Indigenous Peoples. Several aspects and venues of ‘public history’ will be examined, including the erection of statues and monuments, the recognition of cultural landscapes, acts of public ceremony, and both the ‘display’ and repatriation of ancestral remains. While this course will consider theoretical frameworks associated with the practice of public history, it will also consider Indigenous responses to the field including criticisms of the nature/culture divide and the concept of cultural resource management. Case studies will include the Indians of Canada Pavilion at Expo 67, the documentary films of Alanis Obomsawin, and the commemoration Calls to Action of the Truth and Reconciliation Commission of Canada.

Prerequisite(s):
History 4296G - 2.0 History courses at the 2200 level or above.
Indigenous Studies 4001G – Registration in any fourth year program with approval of the Director.
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 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 if enrolled in History 4296G
History 4296G if enrolled in Indigenous Studies 4001G

Course Syllabus:
The head of Egerton Ryerson, formerly part of a statue at Ryerson University, now sits on a spike at 1492 Land Back Lane on the 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 recent years. 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 truly represents, the narratives that it cultivates, and how these have been used by, and used against,
Indigenous Peoples in what is now Canada.

**Participation and Leadership Reflection** – due various 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 of their own. The first half of each class will be based on the secondary readings and led by the course instructor. All 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.** These reflections 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. This may also consider comments that were made by your classmates, noting if these were similar or different to the ideas that you previously had.

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 3rd

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 Louis 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 one landscape has been shared from both an Indigenous and non-Indigenous perspective. Students may wish to consider themes from weeks 1, 2, and 3 while writing their comparative book review.

This assignment will be eight pages double-spaced. You do not need to cite any sources beyond the two identified memoirs. Your assignment should be more than a summary of both books and should include a critical discussion that compares specific quotes, chapters, or ideas.
**Design a Museum Exhibit** – Proposal: February 17th // Essay and Interpretive Panels: March 31st

This assignment will encourage students to build on the content that they have learned throughout the semester and create their own (imaginary) museum exhibit. While the assignment must be believable, it does not need to be something that students from History 4296G can actually accomplish or develop. For example, if you wish to use cultural items stored at the Canadian Museum of History or the British Museum, that is entirely acceptable.

Students will submit a three-page double-spaced project proposal by February 17th. This will clearly outline the topic of your museum exhibit, the communities that you will (imaginarily) work with, and some of the items that you may include in your exhibit.

The final project will include two components. The first is an eight-page double-spaced paper that provides the history of the event or Indigenous nation that your exhibit is based on. This must include at least 5 peer-reviewed secondary sources and does not need to argue a specific thesis. For the second component of your final project, you will profile three artifacts that can be used to interpret the history of the event or nation that you’re discussing. You will provide information about what each artifact is, the role that it has within a particular nation, any cultural protocols that may impact its public display, and a short interpretation panel that would go alongside this item. Each artifact write-up will be one page double spaced, bringing the final project to eleven pages in total.

**Course Materials:**

Students will need to locate or purchase a copy of *Books and Islands in Ojibwe Country* by Louise Erdrich (2003). 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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight (%)</th>
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<tbody>
<tr>
<td>Group Discussion Leadership &amp; Reflection (3 pages) – <em>due various dates</em></td>
<td>30%</td>
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<tr>
<td>Book Review (8 pages) – <em>due February 3rd</em></td>
<td>20%</td>
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<tr>
<td>Design a Museum Exhibit</td>
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<tr>
<td>• Proposal (3 pages) – <em>due February 17th</em></td>
<td>Proposal 10%</td>
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<tr>
<td>• Essay (8 pages) – <em>due March 31st</em></td>
<td>Critical Essay 25%</td>
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<tr>
<td>• Interpretive Panels (3 pages) – <em>due March 31st</em></td>
<td>Interpretive Panels 15%</td>
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<td><strong>Total 50%</strong></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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 6th</td>
<td>Place Names and Indigenous Languages</td>
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<td>January 13th</td>
<td>Cultural Landscapes</td>
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<td>January 20th</td>
<td>Sacred and Ceremonial Sites</td>
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<td>January 27th</td>
<td>The Government of Canada and Indigenous Public History</td>
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<td>February 3rd</td>
<td>Archaeology and Cultural Resource Management</td>
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<td>February 10th</td>
<td>Statues and Monuments</td>
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<td>February 17th</td>
<td>Museums and Cultural Centres</td>
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<td>March 3rd</td>
<td>Archives and Documentary Heritage</td>
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<td>March 10th</td>
<td>Intellectual Property and Intangible Cultural Heritage</td>
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<td>March 17th</td>
<td>Representation in Popular and Mass Media</td>
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<td>March 24th</td>
<td>Ceremony, Activism, and Public Performance</td>
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<tr>
<td>March 31st</td>
<td>Indigenous Public History Abroad</td>
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</tbody>
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Week One – 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 Two – Cultural Landscapes
Case Studies:

- Pimachiowin Aki Website - [https://pimaki.ca](https://pimaki.ca)
- Executive Summary: Pimachiowin Aki World Heritage Site (available on OWL)
- An Approach to Aboriginal Cultural Landscapes (Parks Canada, 1999) (Available on OWL)

Secondary Readings:


**Week Three – Sacred and Ceremonial Sites**

Case Studies:

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

Secondary Readings:


**Week Four – The Government of Canada and Indigenous Public History**
Case Studies:

- *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 Five – Archaeology and Cultural Resource Management

Case Studies:

- Pasikôw: How Archaeological Remote Sensing is helping the Papaschase First Nation in their fight for Justice - https://storymaps.arcgis.com/stories/20575c9b2cf241c8be7d17803eac76f1?fbclid=IwAR1qxr9JY59f1W2kRfR7NlxmCNzuyfV0MbbSHob1g87-hG-Ath65XM
- Sq’ewlets – A Stó:lō-Coast Salish Community in the Fraser River Valley http://digitalsqewlets.ca/sqwelqwel/index-eng.php

Secondary Reading:


Week Six – Statues and Monuments
Case Studies:

- Inuksuk National Historic Site of Canada
- “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](https://www.cbc.ca/news/canada/north/tuktoyaktuk-n-w-t-unveils-monumental-sculpture-1.5624080)
- “Glooscap statue for the Mi’kmaq in Nova Scotia” *CBC News Archives* (2005) [https://www.cbc.ca/player/play/1499412818](https://www.cbc.ca/player/play/1499412818)

Secondary Readings:


Week Seven – Museums and Cultural Centres

Case Studies

- First Nations Confederacy of Cultural Education Centres - [https://www.fnccec.ca/](https://www.fnccec.ca/)
- Canadian Museum of History, Canadian History Hall (2017)
  - Archaeological Evidence [https://www.historymuseum.ca/history-hall/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/](https://www.historymuseum.ca/history-hall/head-smashed-in-buffalo-jump/)


Secondary Readings:


Week Eight – 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 Nine – Intellectual Property and Intangible Cultural Heritage**

**Case Studies:**

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

**Secondary Readings:**


**Week Ten – Representation in Popular and Mass Media**

**Case Studies:**

- *Nanook of the North* (Released 1922) - [https://www.youtube.com/watch?v=lkW14Lu1lBo](https://www.youtube.com/watch?v=lkW14Lu1lBo)
- “The Oral Tradition” from *Smoke Signals* (Released 1998)
- Ep. 1 *Pilot*, Rutherford Falls (Released April 22nd, 2021)

**Secondary Readings:**

- Robin MacKay, "Nanook of the North: All the World’s a Stage" *Queen’s Quarterly* 124, 2, (2017): 249- 256.

**Week Eleven – 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:


Week Twelve – Indigenous Public History Abroad

Case Studies:

- “Beothuk remains returned to Newfoundland after 191 years in Scotland,” CBC News (March 2020) [https://www.cbc.ca/news/canada/newfoundland-labrador/beothuk-remains-returned-nl-1.5494373]
- “Exeter City Councillors vote to return Crowfoot regalia to the Siksika Nation,” Exeter City Council (April 2020) [https://rammuseum.org.uk/exeter-councillors-vote-return-crowfoot-regalia/]

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](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