

# History 2210 F – Fall 2024

## Indigenous Peoples and Canadian History

Lecture Monday 10:30- 12:30, Tutorial Tuesday 9:30- 10:30 *or* Wednesday 10:30- 11:30

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Office: Department of History, Lawson Hall 2224

Office Hours: Monday 12:30- 2:00

This is a **draft** outline. Please see the course site on OWL Brightspace for a final version.

### Course Description

Canadian History has often perpetuated nationalist ideologies that continue to minimize the presence of Indigenous peoples within their own sovereign territories. This course challenges these ideologies by demonstrating the permanency of Indigenous peoples and the continuity of their beliefs, practices, and political systems within and outside of the Canadian nation-state. Topics will include ‘milestone’ events such as the Northwest Resistance, the Red Power Movement, the Creation of Nunavut, and the Truth and Reconciliation Commission of Canada. This course will also integrate historical techniques such as intersection analysis and the use of micro-histories to re-centre Indigenous peoples in other events that were significant to Canada’s development including the Suffrage Movement, the Cold War, the AIDS epidemic, disability activism, and 2SLGBTQ rights.

**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 Objectives:

- Be able to define and apply the following terms within a Canadian context: Indigenous, Aboriginal, Sovereignty, Settler Colonialism, Intersectional Analysis, and Micro-History
- Be able to differentiate between the legal definitions of First Nations, Inuit, and Métis
- Understand and demonstrate how the rights of Indigenous peoples have been impacted by: the *British North America Act* (1867), the *Indian Act* (1876), the *Canadian Constitution* (1982), and the *Royal Commission on Aboriginal Peoples* (1996)
- Be able to demonstrate the ways in which historical scholarship can influence public perceptions of Indigenous peoples

### Methods of Evaluation

**Class and Tutorial Participation** (ongoing) – 20%

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Students will submit a written question, comment, or response at the end of each lecture. This will count as 50% of their participation grade. The remainder can be earned during tutorial discussions. Tutorials will be based on the lectures and the assigned readings.

### **Primary Source Analysis** (October 7) – 30%

Choose *one* primary source from the list provided as the basis for your assignment. Students are responsible for learning about their primary source and for considering the ways that it could be used when teaching a course regarding Indigenous Peoples and Canadian History. Your assignment should consider authorship, the purposes behind the creation of the primary source, and its historical significance. The assigned reading from September 23 by Mary-Ellen Kelm and Keith D. Smith provides further insight into how a primary source can be critically assessed.

The primary source analysis will be five pages long and double spaced. It will be written in Times New Roman font using Chicago Style Citations. Students are required to reference the primary source and two *peer-reviewed* secondary sources.

Primary source options:

- [TBD]
- [TBD]
- [TBD]

### **Final Essay Proposal** (October 23) – 15% and **Final Essay** (December 2) – 35%

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

Students will submit an essay proposal and annotated bibliography on October 23. This will be 3-pages long. The first page will explain the topic of your final essay and will clearly present the thesis that you will be arguing. The remaining two pages of your proposal will be an annotated bibliography that explains two *peer-reviewed secondary sources* that will be used when writing your final essay. The annotated bibliography must include proper citations and a brief paragraph explaining how the chosen source will help to substantiate your thesis. Students could state, for example, what sort of information is provided within the article and how this relates to the arguments that you will be making.

The final essay is due December 2. This will argue a clearly stated thesis and will cite at least four *peer-reviewed secondary sources*. Students are encouraged to cite the peer-reviewed secondary sources that were used in the annotated bibliography.

Both the essay proposal and the final essay should be double-spaced in 12-point, Times New Roman font, using Chicago Style citations.

**Absences and Late Assignments** – Students must attend at least nine lectures in order to pass this course. A three-day extension is permitted for the primary source analysis and the essay proposal. After this extension, there will be a 2% late penalty for every day that the

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assignment has not been handed in, with a maximum deduction of 20%. The final essay has a firm deadline of December 2 at 11:59pm.

**Course Materials** – Course materials will be 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 9	Foundational Concepts	Eve Tuck, "Suspending Damage: A Letter to Communities," <i>Harvard Educational Review</i> 79, 3 (2009): 409-428
September 16	Indigenous Nationhood	Cornell, Stephen. "Processes of Native Nationhood: The Indigenous Politics of Self-Government," <i>The International Indigenous Policy Journal</i> 6, 4 (2015): 1-27
September 23	Confederation and the <i>Indian Act</i>	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)
September 30	No Class	No readings
October 7	Establishing the Métis Nation	Gerhard J. Ens and Joe Sawchuk, "Race and Nation: Changing Ethnological and Historical Constructions of Hybridity," in <i>From New Peoples to New Nations: Aspects of Métis Identity from the Eighteenth to Twenty-First Centuries</i> (Toronto: University of Toronto Press, 2016): 13-41
October 14	No Class	No readings
October 21	Reservations and Residential Schools	Brian Gettler, "Historical Research at the Truth and Reconciliation Commission of Canada," <i>The Canadian Historical Review</i> 98, 4 (2017): 641-674
October 28	The World Wars	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

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November 4	The Red Power Movement	Reetta Humalajoki, "Yours in Indian Unity: Moderate National Indigenous Organizations and the U.S.- Canada Border in the Red Power Era," <i>Comparative American Studies: an International Journal</i> 17, 2 (2020): 183-198
November 11	The <i>Constitution Act</i> and the Supreme Court	Joel Hebert, "Sacred Trust: Rethinking Late British Decolonization in Indigenous Canada," <i>Journal of British Studies</i> 58, 3 (2019): 565-597.
November 18	The <i>Royal Commission on Aboriginal Peoples</i>	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 25	The Establishment of Nunavut	Andre Legare, "Canada's Experiment with Aboriginal Self-Determination in Nunavut: From Vision to Illusion," <i>International Journal on Minority and Group Rights</i> 15, 2-3 (2008): 335- 367
December 2	Truth and Reconciliation, or Genocide?	No readings

**Use of Generative AI Tools** – Students *are not* allowed to make use of Generative AI Tools such as ChatGPT for any assignments in this course.

**Additional Policies** – 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.