**Indigenous Leaning 2341**

**Department of Indigenous Learning/ Lakehead University**

**Fall, 2017-2018/ Tuesday and Thursdays 11:30am-1pm, RB 3049**

Course Director: Travis Hay

Email: [thay@lakeheadu.ca](mailto:kburnett@lakeheadu.ca)

Office : BB0029F (Office hours TBA)

**Course Description**:

This course surveys histories, relationships, and ideas about Indigenous peoples in the lands now known as Canada from time immemorial, through to the height of the fur trade, and on to the present day. Beginning with surveys of Indigenous national patterns on the continent, this course confronts key moments in the development of the legal, military, and social relationships that bound Indigenous peoples to one other and, at various times, to separate and sometimes conflicting colonial and imperial powers. Importantly, this course catalogues legacies of resistance related to Pontiac’s Rebellion (1760s), The War of 1812, The Red River Uprising (1871), The ‘Northwest Rebellion’ (1885), and other key events; however, this military history will also be balanced by sources that elaborate upon the importance of fur trade families, local narratives of colonial history, and other debates that characterize the role of Indigenous peoples in Canadian history (as well as the role of Canadians in Indigenous histories).

This course has three main goals: to introduce students to key concepts and standard literature related to Indigenous history in Canada, the fur trade, and ongoing legacies of settler colonization; to encourage critical reading and writing skills with historical source materials; and to offer students the chance to understand the historical context of contemporary political debates related to land, identity, and decolonization within a Canadian context.

Note: This course aims to be paperless as far as possible; accordingly, students are expected to submit assignments electronically and will need an e-mail to receive both feedback and course readings. If this is not feasible for you, please see the instructor to arrange a plan for paper-submission of course assignments and hard-copy access to course materials.

**Required Texts:**

This course has no required texts. All readings will be made electronically available.

**Grade Breakdown:**

Participation 20%

Paper Proposal 15%

Mid-term Quiz 20%

Class Presentation 15%

Final Research Paper 30%

**Details of Assignments:**

***Participation***

Students are expected to attend lectures, to participate in discussions, and to read course materials when assigned. Please see the lecture schedule for details. Your presence is mandatory and attendance will be taken. More than five unexplained absences within the semester will result in a participation grade of 0%. Please speak with the instructor if there are any planned absences.

Readings are not assigned for every week of class; thus, when readings are assigned, students are expected to come to class prepared to discuss the readings, as these particular classes will be oriented more towards group discussion than lecturing.

***Paper Proposal*** ***(due September 28th)***

The purpose of this assignment is to propose and receive feedback on a topic for the final research paper. Students will submit a two-page proposal with an attached bibliography containing a minimum of 5 scholarly sources. It is due early in the semester so that students have sufficient time to develop their research and analysis, as well as to allow the course instructor time to gauge student’s writing style and capability early in the semester. Please see the attachment to this outline which describes in further detail expectations for this assignment. You will not receive a grade for the research paper unless you have submitted and received a grade for the paper proposal.

***Mid-Term* *Quiz (November 2nd)***

This short quiz will be a fill-in-the-blank, non-essay style quiz that will test students on their knowledge of the members of the Six Nations, the year in which the Numbered Treaties were signed, and other important names and dates. All other assignments will be essay style.

***Presentation (Final Two Weeks of Class)***

During the final two weeks of class, students will give a 10-15 minute oral presentations on their final research paper. This assignment is meant to encourage students to develop their communication skills and to articulate an argument originally made in writing in a presentation setting. Please see the attachment to this outline for further details. A sign-up sheet will be circulated in the first two classes.

***Final Research Paper (due November 23rd)***

Building off of the feedback received on the Paper Proposal Assignment, students will produce a 6 – 8 page research paper. Because this paper will also be judged on its historical connection of a particular issue to the present day, students should select a topic that is relevant to a contemporary context and has implications for how we see the world and interact with one other today. Please see the attachment to this outline for more details.

***A Note on Plagiarism***

Lakehead University’s policy on academic honesty can be found at the following url

<http://idc.lakeheadu.ca/wp/print.php?pg=14>. Students are encouraged to always contact the professor regarding questions related to plagiarism and academic dishonesty. A zero tolerance policy will be in effect, as the point of this course is to establish critical and creative capacities in students, which is heavily undermined by attempts to steal from other scholarly or creative productions.

***Policy on Late Submissions***

Assignments not submitted to the course instructor on time will be docked 1 mark (or 1% of the final grade) per day. For example, if your paper proposal is submitted one week late, you will be docked 7 marks, or 7% of the final grade.

**Lecture and Reading Schedule**

**Tuesday September 5, 2017**

***Introductions and Course Outline Review***

**Thursday September 7, 2017**

***(Origin) Stories, Surveys, and Contestations***

Vine Deloria Jr., “Low Bridge, Everybody Cross” from *Red Earth White Lies*, pp. 68-91.

**Tuesday September 12, 2017**

***Philosophies, Worldviews, National Patterns***

Dennis MacPherson and J. Douglas Rabb, “Indigeneity in Canada: Spirituality, the Sacred, and Survival” in *Aboriginal History: A Reader*, eds. Kristin Burnett and Geoff Read, p. 2-13.

**Thursday September 14, 2017**

***Hochelega and Stadacona (or, Cartier the Kidnapper?)***

**Tuesday September 19, 2017**

***The Jesuit Relations***

**Thursday September 21, 2017**

***Dispersed but not Destroyed: Legacies of the Wendat/Huron People***

Kathryn Magee Labelle, “They are the Life of the Nation’: Women and War in Traditional Nadouek Society” in *The Canadian Journal of Native Studies,* Vol. 28, No. 1 [2008]: pp. 119-138.

**Tuesday September 26, 2017**

***The Expulsion of the Acadians***

**Thursday September 28, 2017**

***Pontiac’s Uprising***

**\*Paper Proposal Paper Due\***

**Tuesday October 3, 2017**

***The War of 1812***

**Thursday October 5, 2017**

***The Fur Trade Part I: The Middle Ground: Histories, Economies, and Alliances***

**Tuesday October 10-12, 2017: FALL READING WEEK – NO CLASSES**

**Tuesday October 17, 2017**

***The Fur Trade Part II: Meeting Places: Country Marriage and Fur Trade Families***

Sylvia Van Kirk, *Many Tender Ties*, Chapter One: “Enter the White Man”, p. 9-27.

**Thursday October 19, 2017**

***The Hudson’s Bay Company: The Other Side of the Ledger***

**Tuesday October 24, 2017**

***The Story of Thunder Bay and the Fort William Band, 1850-1920***

**Thursday October 26, 2017**

***The Riel Rebellion, the Red River Uprising, and the Wolsely Expedition***

**Tuesday October 31, 2017**

***Confederation and The Indian Act***

**Thursday November 2, 2017**

***Plains Peoples and Starve-or-Sign Treaty Making***

**\*Mid-Term Quiz\***

**Tuesday November 7, 2017**

***Residential and Day Schools***

**Thursday November 9, 2017**

***Indigenous Peoples in WWI and WWII***

**Tuesday November 14, 2017**

***The History and Legacy of Oka***

**Thursday November 16, 2017**

***Free Prior and Informed Consent (FPIC), #NODAPL, and The Politics of Pipelines***

**Tuesday November 21, 2017**

***Student Presentations and Class Discussion***

**Thursday November 23, 2017**

***Final Class: Student Presentations, Class Discussion, and Take-Home Exam Review***

**\*Final Paper Due\***

***Paper Proposal* *Tips and Instructions (due Sept. 28th)***

The paper proposal is a short written assignment in which students are expected to select and introduce a topic of study, analysis, and critique for their final research paper. The instructor strongly encourages students to select as their topic a particular week’s subject matter (see the Lecture Schedule in the Course Outline); however, in order to cultivate a more democratic relationship between students and their assignments, students will be allowed to select a topic of their choosing so long as it is cleared with the course instructor before submission of said assignment. Students should be aware that while the subject matter of the course is historical in the broad sense, I am looking for final papers that connect issues of pastness to the present day, and remain charged and engaged with contemporary political realities. In short, pick a topic that matters today and matters to you.

The assignment calls for a 2 page, double-spaced, Times New Roman size 12 font submission that includes at least 5 secondary sources. Primary sources are encouraged but not necessary, given that some topics may be thin on such materials. Significantly, this assignment does not ask you to provide an argument or particular critique, as this aspect of the project will be covered in your final research paper; rather, this assignment asks students to introduce their topic, to review the existing scholarly literature on the subject, and to offer a plan of how the final research paper will go about approaching the topic. For example, if students are interested in writing on the Oka Crisis, the paper proposal should begin with a clear and brief summation of the event, and then transition into a discussion of who has already written on the Oka Crisis, what the context of their argument has been; thereafter, students should explain the contemporary relevance of this research to the present day and conclude their proposal with a question that will be answered in the final paper. For example, continuing with the example of the Oka Crisis, students might ask “What are the legacies of the Oka Crisis and how have they shaped present-day land disputes in Quebec?” or “How has Indigenous resistance to Canadian land theft appropriation been shaped and informed by the Oka Crisis?”

In writing this assignment, students are encouraged to rely on and quote scholars who have addressed these questions, and reference them according to the Chicago Style (read: footnotes followed by a bibliography). Students are cautioned to quote sparingly and to practice developing their own critical voice as opposed to relying too heavily on the thoughts, words, and ideas of others. I have decided to make this assignment due early in the semester for two reasons: first, I encourage students to develop a singular research focus for their final paper early in the semester so as to assist in the development of a critique or convincing argument; second, I am hoping to provide students timely feedback on their writing level and style so that improvements and adjustments can be made in future assignments weighted more heavily than this preliminary assignment.

***Quiz (October 26th)***

Though this course privileges the development of critical faculties over and against learning names and dates by wrote, there is certain information that students must be able to recall in order to meaningfully participate in broader discussions on inter-Indigenous relations and histories of resistance to Canadian settler colonialism. This includes the names of the members of the Six Nations, timelines of treaty-taking, and other geographically and historically specific legacies of resistance. For that reason, this quiz will test students in a fill-in-the-blank and multiple choice style where answers are either right or wrong. Students should note that all other assignments and discussions in the course will be based on critical analysis and essay-style responses where the strength of argument and depth of review will be the basis of grades received. In short, the goal of the quiz is to cover basic information in a fast and easy to remember fashion that will help provide a historical and geographical framework upon which deeper conversations can be constructed.

***Class Presentations (Final Two Weeks of Class)***

Drawing from the research they have done on their paper proposal assignment as well as in their final research paper, students will share a 5-10 minute presentation in the final two weeks of class that communicates what their studies have yielded. The instructor feels that being able to translate a written, research-based argument into an engaging, in-person presentation is a vital skill that will serve students well outside of the classroom as well as within the university context. To that end, students will begin by introducing their topic, reviewing the extant literature on the subject, and posing the research question that shaped their study before providing their final answer or response. The instructor is appreciative of the fact that presenting in front a group of peers can be anxiety-inducing and rather difficult for certain students who prefer to learn and communicate otherwise; thus, the course instructor will allow such students to offer an alternative presentation (such as a painting, a poem, a short film, or other interpretative production). Of course, students taking this route must inform the instructor early on of their intentions.

***Final Research Paper (due November 23rd)***

In their final assignment, students will submit an 8 – 10-page paper covering in close detail a particular issue or theme corresponding to their submitted paper proposal. As mentioned often above, students will be judged not merely on their complete description and review of a particular issue, theme, or event, but also on their ability to communicate the contemporary importance, relevance, or impact of their topic to the present day situation. For that purpose, the course instructor encourages students to select as their topic of study one particular week of lecture, and to draw from the readings and instructor’s in-class review of the subject in formulating their approach and critique. As will all other assignments, the formatting should be sized 12 font, double-spaced Times New Roman with page numbers as well as a title page, footnotes, and a bibliography.

Papers should be structured in the classic ‘hamburger’ style with the introduction and concluding sections acting as the ‘bread’, which contains the ‘meat’ of the middle sections (wherein the real critical work is done). Students are to state their thesis or research questions in their introduction, to prove it or answer it in the body of their essay, and to recap and review in their conclusion. This three-stage structure of paper writing will assist in shaping and structuring the paper as well as the final class presentation, which communicates this paper in a 4 to 5-minute presentation. Importantly, the purpose of this assignment is to foster in students a robust, historically grounded, and politically engaged critique of a given issue that, preferably, matters to students. Ideally, this issue will be pursued in further studies and engagement following the course’s conclusion, as students will hopefully view the world in a different way than before they completed their final assignment.

Students unfamiliar or inexperienced with writing essay-style assignments are encouraged to see the course instructor on office hours and to seek assistance from resources available on campus (such as the Student Success Centre).