

HIST 2593: A History of First Nations in Canada

Term: Winter 2014

Class Time: T/TH: 3:00 - 4:30

Location: BAC 236

Professor: Thomas Peace

Office Hours: Tuesdays/Thursdays 11:30-1:30 and Tuesdays 4:30-5:30 at Welkaqnik

Office Location: BAC 408

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Phone: 585-1924

Contact Info: I encourage students to visit me during office hours and will make appointments with those who have scheduling conflicts.

Course Description: This survey course examines the cultures, economics and politics of Canada's indigenous peoples before and since the Contact period. Particular attention is paid to social structures, the impacts of contact and the resilience of aboriginal cultures within an industrialized, Western nation.

Course Goal: At the end of this class students will have a well-developed understanding of the diverse nature of Indigenous societies living within Canada's borders and their interaction with the Canadian state.

Learning Outcomes: At the end of this course students will be able to...

- identify and understand the basic similarities and differences between Indigenous cultures living within Canada's borders
- identify the key moments, treaties, pieces of legislation and court rulings that have shaped Canada's relationship with Indigenous peoples
- understand how history has been (and still is) used as a tool of oppression and racism and develop research and writing tools that respect Indigenous cultures and knowledge

If you are a student with a documented disability who anticipates needing accommodations in this course, please inform me after you meet Jill Davies (902-585-1127) or Kathy O'Rourke (902-585-1823) in Disability Access Services, Student Resource Centre, lower floor of the Old SUB (Old Student Union Building).

Required Books

- Thomas King, *The Inconvenient Indian: A Curious Account of Native People in North America*
- J.R. Miller, *Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada*
- Thomas Peace, ed. *The 1763 Royal Proclamation in Historical Context* (distributed in class)

Additional resources that will help contextualize course material will be posted on Twitter. Follow #AUHIST2593 or @tpcanoe.

Course Structure:

Key Due Dates:

- Situating yourself in Canada's colonial history: **January 23**
- Test #1: **Feb 6**
- Proposal: **Feb 13**
- Test #2: **March 13**
- Final Paper: **March 27**
- Final Exam: **TBA**

Overall Grade Breakdown:

- Participation: **15%**
- Assignment #1: **5%**
- Tests: **10% (each = 20%)**
- Research Paper: **30% (10% Proposal/20% Paper)**
- Final Exam: **30%**

Building on a solid foundation: How your work will be evaluated:

Assigning grades is very much like assessing the building of a house. An 'A' represents a fully constructed home with all the bells and whistles (sky lights, hot tub, etc...); a 'B' represents a functional house with a few annoyances (drafty windows, creaky floors, etc...); a 'C' represents a dysfunctional or not quite complete house (leaky roof, poor insulation, wet basement, etc...); a 'D' represents a house that has been framed but without much additional work (missing walls, no shingles, etc...); an 'F' represents the mere gathering of a handful of building materials (there is no house!). What does this mean in terms of my expectations for this course?

- A = Thesis statement supported by well crafted paragraph structure; no technical errors (i.e. follow the Turabian Manual of Style using footnotes); draws on rich source material and engages with the arguments of other historians. Must meet the required word count.
- B = Thesis statement supported by well crafted paragraph structure; few technical errors; could be better thought out but still engages well with primary and secondary literature. Must meet the required word count.
- C = Thesis statement needs more support from the body paragraphs; technical errors present; more research or clear indication that it has informed your thinking needed. Must meet the required word count.
- D = Thesis statement either not present or needs substantial revision; technical errors present; more research needed. May not meet the required word count.
- F = No thesis statement; major technical errors; minimal evidence of research.

In high school you may have been taught that an essay is five paragraphs. At this level a five paragraph essay is insufficient and will almost certainly be rewarded with a 'C' or lower. Similarly, student marks often suffer because ideas are not expressed clearly. Think about your writing. Use short and direct sentences. Tightly bind paragraphs around topic sentences.

Structure: This lecture class is broken into three thematic units: Indigenous North America, Treaties and the Law, and the Canadian State. Each unit is built around key texts and comprises of between three and five lectures, a film and a discussion session. In the lectures, students will learn about the central issues in each theme and their historical development. The films have been selected to provide insight into Indigenous perspectives on these subjects. The discussion classes will assess the collective readings for each unit and serve as a review opportunity for the test which will be held the following day. Each unit will conclude with a test. The test for the third unit will be held during the exam period.

Reading Groups: On the first day of class you will be asked to get into groups of five. Each week before class you will be responsible for meeting with your group to discuss that week's readings. We will begin each class with brief presentations summarizing your discussions. It is expected that each class a different member of your group will provide a summary of your group's activities.

Assignments and grading:

- 1) **Attendance and participation:** Attendance will be taken by circulating a sheet at the beginning of each class. Attendance is worth 5% of your participation mark, sharing your reading group discussion will be worth another 5%. Participation grades will be given at the end of each discussion class, together comprising the final 5%. It is expected that you will come to class prepared to contribute in class. Periodically there will be opportunities to earn bonus marks for participating in events beyond the classroom. Here are a few for which I will give you 1% on top of your participation grade if you e-mail me a short paragraph describing how the film relates to our course:
 - a) Fundy Film Society - 8 January - 7 p.m.: *The Experimental Eskimos*
 - b) Fundy Film Society - 15 January - 7 p.m.: *Arctic Defenders*
- 2) **Writing Assignment: Situating yourself in Canada's colonial history**
 - a) **Assignment Goal:**
 - i. To relate your own lived-experiences to the content discussed in class, exploring how your experiences have been shaped by the broader social and historical contexts in which you live.
 - ii. To provide students with feedback on their writing that can be applied in future assignments.
 - b) **Task:** Write a short **700-word** reflection on your own position within Canada's colonial past and present. Questions to consider in drafting your reflections:
 - i. What is your connection to the land? How do you define the term "land"?
 - ii. Upon whose territory do you live? How is this determined?
 - iii. What is your family history in relationship to the colonization of North America? How have you and your family been shaped by more-global processes of colonialism?

- iv. How will your own experiences of colonialism influence your learning about the history of Indigenous peoples living within Canada's borders?
 1. What do you bring to the course?
 2. What questions has this assignment sparked, about which you might want to research further?

c) **Specifics:**

- i. **No Additional Research Required**
- ii. **IMPORTANT: You are not required to disclose personal information with which you are not comfortable sharing.**

3) Research Assignment: Contextualizing Contemporary Indigenous Issues

a) **Assignment Goal:**

- i. To provide historical context on a contemporary issue facing Indigenous people in Canada today.
- ii. To develop a historical research project and effectively communicate your results in writing.

- b) **Explanation:** Issues affecting Indigenous people in Canada are reported in the news on a near daily basis. Often, though, these news stories fail to provide adequate historical context through which an issue needs to be understood. For this assignment, you will find and choose an issue facing Indigenous people today. Drawing upon secondary source material, you will write a 1,500-word essay situating this issue in its historical context. The subject matter for this assignment is flexible. You are welcome to write an essay on a specific community or local issue (i.e. an Indigenous history of Wolfville). If you would like to write on a more local subject, however, please meet with me before submitting your proposal.

c) **Tasks:**

- i. **Proposal:** Draft a short research proposal that includes a 150 word abstract, three research questions, and an annotated bibliography. Annotated bibliographies should include one primary source, two books and three articles on your subject. An annotated bibliography should include a short paragraph of *at least* five sentences justifying your use of each source listed in the bibliography. You must visit the library to conduct this assignment.

1. Resources you can follow to find a research subject (links on Acorn):

- a. APTN
- b. Mi'kmaq/Maliseet News
- c. Assembly of First Nations, News & Media
- d. CBC - Aboriginal

- ii. **Research Paper:** Using the feedback given on your writing in assignment number one and your research skills in assignment number two, write a

1,500-word essay that provides historical context to a contemporary issue affecting Indigenous people in Canada. Successful papers will have a clear thesis statement that indicates your perspective on the topic. Each paragraph will be anchored by a strong topic sentence governing the evidence and analysis in the sentences that follow. Quotations will only be used when necessary. They will be adequately introduced and your reasoning for including them will be thoroughly explained to the reader. All information drawn from your research material must be cited following the guidelines in the Turabian Manual of Style.

- 4) **Tests:** There will be two tests and a final exam during this course. Each test will involve multiple choice, term identification and short answer questions. The final will have a similar format but also involve an essay focused on evaluating your understanding of the course as a whole.

*****Late Assignments:** Assignments will only be accepted one week after their due date. A paper will receive a 5% deduction for being less than 48 hours late and a 10% deduction will be given after that. Extenuating circumstances can arise. If you need an extension, it is your responsibility to notify the instructor well in advance of the due date in order to make accommodation. If an emergency arises, please come prepared with documentation demonstrating your need for an exemption (i.e. a doctor's note). Generally, extensions will only be granted for health-related issues and other circumstances beyond your control.

Format for Assignments: All assignments should be submitted electronically via ACORN. Use the course code, your student number and the due date separated by dashes as the file name (i.e. HIST2593 - 1234567 - Jan 07 2013.doc). Papers should include a title page with your name, student number, title, course information and due date. The paper's content should be formatted to have 1 inch margins on all four sides and the text should be double spaced using 12 pt Times New Roman font. Please consult the **Turabian Manual of Style** for information about how to properly cite the primary and secondary sources used in your assignments.

Creating a safe and equitable classroom

This class has been designed to spread the workload over the term and provide a variety of options for students to contribute and participate. Challenges, however, can arise. Below are two structures that will hopefully help us address any problems quickly and efficiently:

- a. **Extenuating Circumstances:** As a course based on lecture and readings, regular attendance, completion of the assigned readings and submission of assignments is critically important for obtaining a good grade. If there is any reason that you think you will not be able to meet the requirements of the course please visit me during my office hours to discuss possible strategies that will help you succeed. I am open to alternative forms of submission for your assignments and tests. Any requests for extended deadlines, or consideration for absences of over two weeks, should be accompanied by written documentation (i.e. a doctor's note, a letter from University Counselling & Disability Services, etc...).

- b. **Omsbudspeople:** This course will have a male and female ombudsperson. These people are available to help you address concerns with this course. They will bring forward to the course director concerns from the class that students do not feel comfortable addressing directly. The omsbudspeople will meet with the course director twice during each term to discuss how students are feeling in the course, issues that need to be addressed, and any other concerns that have been addressed to them. Omsbudspeople can also e-mail the course director as concerns arise.

Interested students should visit me before January 15th during my office hours. If there is more than one person for each position, candidates will submit a short 100 word biography indicating why they think that they would serve the class well in this capacity. These biographies will be circulated to the class. During the second week the omsbudspeople will be selected by secret ballot voting.

Technology: Please bring a laptop computer (with Ethernet Cord) as well as a pen and paper to every class. Although we may not use the computer during every course, it will be helpful from time to time. This course will use ACORN on a regular basis. There you will find links to useful resources for the course as well as the additional readings. You will be introduced to this web-based resource on the first day of class.

Acadia's Academic Integrity Policy

Academic integrity demands responsible use of the work of other scholars. It is compromised by such practices as plagiarism and cheating.

Cheating is the copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise or the presentation of a single work in more than one course without the permission of the instructors involved. Plagiarism is the act of presenting the ideas or words of another as one's own. While it may be argued that few ideas are original, *instructors expect students to acknowledge the sources of ideas and expressions that they use in essays*. To represent them as self-created is dishonest and academically reprehensible. One may quote or paraphrase other writers if they have stated an idea strikingly, as evidence to support one's arguments or conclusions, or as a point against which to argue, but such borrowing should be used sparingly and always indicated in a footnote.

The aim of scholarship is to develop one's own ideas and research and only by trying to develop one's own thoughts and arguments will one mature academically. To provide adequate documentation is not only an indication of academic honesty, but also a courtesy enabling the instructor to consult sources with ease. Failure to do so constitutes plagiarism.

Furthermore, a student who knowingly helps another to commit an act of academic dishonesty is equally guilty. *A student who is uncertain whether or not a course of action might constitute plagiarism or cheating should seek in advance the advice of the instructor involved.*

Penalties are levied in relation to the degree of infraction of academic honesty. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the University.

Procedures concerning infractions of academic integrity: Faculty members, following consultation with their director/head and dean, and the student involved, shall attempt to determine the personal responsibility of the student and impose any penalties where appropriate. If the matter cannot be resolved to the satisfaction of both parties involved in the initial step, then the issue shall be referred to the Vice-President (Academic) who shall inform the student of his/her decision as to the student's personal responsibility.; If the student is found culpable, or admits culpability, then the Vice-President (Academic) shall inform the student of the penalty imposed. A student has the right to appeal the decision of the Vice-President (Academic) to the Senate Committee on Academic Discipline. Students have the right to have legal counsel when appearing before Senate Committee on Academic Discipline

Computing Services publishes policies for the use of university computer facilities, both hardware and software. Violation of these policies, or other abuse of university computer facilities, will be dealt with in the same manner of other forms of cheating or as a non-academic offence. Some violations may also lead to criminal prosecution. It is the students' responsibility to familiarize themselves with the Computing Services policies.

Procedures on complaints in other academic matters: The complainant should first attempt to resolve the matter with the instructor. If it cannot be so resolved, the complaint, preferable in writing, must be presented to the appropriate head of department or director of the school who will conduct an investigation and attempt a resolution. If the matter cannot be settled by the head/director, it shall be referred to the appropriate dean of faculty. Any complainant may at any time have the assistance of the academic commissioner of the Students' Union.

Course Schedule:

How to read this schedule:

Week #: General Topic for the Two Classes during the Week

- Readings to be completed in preparation for the week's lectures

Date of Tuesday Class: Lecture Subject

Date of Thursday Class: Lecture Subject

WEEK 1: What you need to know to succeed in this course

- Peter Seixas, "The Purposes of Teaching Canadian History," *Canadian Social Studies*, vol. 36 no. 2, (Winter 2002), available online:
<http://historicalthinking.ca/documents/purposes-teaching-canadian-history>
- "Concepts" *The Historical Thinking Project*, <http://historicalthinking.ca/concepts> (Visit the page for each concept)

January 7: Course Introduction

January 9: Hollywood, stereotypes and historical thinking

WEEK 2: Indigenous North America: Challenging assumptions in the Past and Present - I

- King, Prologue - chap. 4

January 14: Creation stories

January 16: The Social Life of Stories

WEEK 3: Indigenous North America: Challenging assumptions in the Past and Present - II

- King, Chaps 5-7

January 21: Indigenous America on the eve of European arrival

January 23: Film: *Kanata: The Children of Aataenstic*

WEEK 4: Indigenous North America: Challenging assumptions in the Past and Present - III

- King, Chaps 7-8

January 28: Education and Indigenous peoples: A Short History

January 29: Possible #IdleNoMore Teach-In on the First Nations Education Act (Optional for bonus points)

January 30: Education and Indigenous peoples: Contemporary Issues

WEEK 5: Indigenous North America: Challenging assumptions in the Past and Present - IV

- **Reading:** King, Chaps 9-10, Discussion Guide

February 4: Discussion of the Readings

February 6: Test

WEEK 6: Treaties and the Law - I

- Miller, Preface – chap 3

February 11: Wampum and the Covenant Chain

February 13: Early treaty-making with Europeans

WEEK 7: Treaties and the Law - II

- Peace, *The Royal Proclamation in Historical Context*
- Miller, chap 4

February 25: Film: *Time Immemorial*

February 27: The 1763 Royal Proclamation

WEEK 8: Treaties and the Law - III

- Miller, Chaps 5-7

March 4: Numbered Treaties

March 6: Treaties in the Courts

WEEK 9: Treaties and the Law - IV

- Miller, Chaps 8-10

March 11: Discussion of the Readings

March 13: Test

WEEK 10: The Canadian State - I

- Robin Jarvis Brownlie, *A Fatherly Eye: Indian Agents, Government Power, and Aboriginal Resistance in Ontario, 1918-1939*, introduction and chapter 2

March 18: Allies to Subjects: A Short History of the Indian Department

March 20: Clearing the Land: Reservation Life

WEEK 11: The Canadian State - II

- Ian Mosby, "Administering Colonial Science: Nutrition Research and human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942-1952, *Social History/Histoire Sociale*, Vol. 46 no. 91 (May 2013): 145-172.

March 25: Clearing the Land: Residential Schools

March 27: Film: *Kanehsatake: 270 Years of Resistance*

WEEK 12: The Canadian State - III

- Shewell, *'Enough to Keep Them Alive': Indian Welfare in Canada*, Chaps 1 and 10 (pages 3-24; 322-342)

April 1: Discussion of the Readings

April 3: Exam Review