

York University
Faculty of Liberal Arts & Professional Studies
Department of History

AP/HIST 4508 Cultures and Colonialism: Canada 1600-1900
****DRAFT SYLLABUS****

Course Time and Location: Wednesday, 11:30 – 2:30 VH 1018 W2020-21
Online via Zoom
Course Director: Professor Alan Corbiere, Department of History
2128 Vari Hall, Tel: 416-736-5123, ext. 66960
Email: ojiigcor@yorku.ca
Office Hours: Wednesday, 3:00-4:00

Due to our current situation with the pandemic, this course will be **delivered online synchronously every week**, meaning that we will meet on zoom for the seminar. Course information (readings, assignments, important dates, etc) is housed on moodle. Assignments are to be handed in via moodle. The best way to reach me will be through email. Expect responses to email within 3 days and telephone messages within 5 days.

Course Description:

This course seeks to interrogate the relationship between cultures and colonialism between 1600 – 1900 from an Indigenous perspective. Since the 1970s, historians have tried to be more sensitive to Indigenous views, mainly by asking more sophisticated questions about archival and documentary sources. Many historians continue to use tried and tested conventional colonial records but many have also adopted an 'Indigenous perspective' to write Indigenous history – this concept will be explored throughout the course. Readings have been selected that explore various means of colonization such as exploration, conflict, trade, religion, missionization, literacy, artifact collection, and treaties, with the intent to explore Indigenous peoples' response thus investigating their culture. The people covered in this course are principally from the northeast of North America, mainly Anishinaabe (Ojibwe, Odawa, Potawatomi, Mississauga and Algonquin), but also briefly covers Wendat (Huron), Mohawk, and later in the course the Métis.

The course is primarily discussion-based, but occasionally I will lecture to provide some background context to better understand our subject and occasionally we may host guest speakers. Readings include both monographs and articles. Each week students will read the same material, but each week one student will lead the discussion on one of the readings to teach fellow students about their reading. Questions to keep in mind when reading for the course are:

- Whose perspective is at the centre of the story, or from what vantage point is the story being told?
- What is considered worthy of inclusion in the history and why?
- Are there different ways of understanding and representing the past, especially between Indigenous and European cultures?
- What are the main theoretical approaches of historians of Indigenous peoples?
- Are there central concepts to understanding the history of Indigenous peoples?

I assume that each student brings a different background and different knowledge to the course, and while that can be challenging, it also provides us with great benefits. We will try

to work together to enrich our knowledge and understanding of the craft of historical research, analysis, and writing. We will work specifically at:

- Reading critically to identify an author's main argument and assess the evidence used to support it;
- Writing clearly and analytically, synthesising secondary literature thematically and articulating a strong argument. The assignments are devised to encourage you to write frequently and efficiently;
- Listening respectfully to all opinions; and
- Expressing and sharing ideas clearly in online class discussions.

Key Books: We will read selected chapters from a number of books. The books listed below are arranged by categories of availability. The majority of the books are freely **available online** through Scott library and links to each reading will be in the moodle. The few books that are not digitally nor physically available through library services will be available for purchase in the York bookstore. I encourage you to search for used copies in stores and on the internet (www.amazon.ca and www.abebooks.com) and checking online availability (such as Google Books and Project Gutenberg). Also check the course moodle site before purchasing books.

Digitally Accessible Books through York Library (* Indicates limit on digital sign outs)

1. Chris Andersen and Jean M. O'Brien (eds), *Sources and Methods in Indigenous Studies* (Routledge, 2017) https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991009687639705164
2. White, Richard. *The Middle Ground Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*. 20th anniversary ed. New York: Cambridge University Press, 2011. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991032951089705164
3. Greer, Allan. *Mohawk Saint Catherine Tekakwitha and the Jesuits*. New York, NY: Oxford University Press, 2005.
4. Hamilton, Michelle A. *Collections and Objections Aboriginal Material Culture in Southern Ontario, 1791-1914*. Montreal, QC: McGill-Queen's University Press, 2010. *** Limit 1 digital user per sign out at York** https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991033576059705164
5. Heather Devine, *The People Who Own Themselves: Aboriginal Ethnogenesis in a Canadian Family, 1660-1900* (University of Calgary Press, 2004).
6. Miller, J. R. (James Rodger). *Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada*. Toronto, ON: University of Toronto Press, 2009. *** Limit 1 digital user per sign out at York** https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991033441429705164
7. Carter, Sarah, Dorothy, First Rider, and Walter Hildebrandt. *The True Spirit and Original Intent of Treaty 7*. Montreal, QC: McGill-Queen's University Press, 1996. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991035343119705164
8. Smith, Donald B. *Mississauga Portraits : Ojibwe Voices from Nineteenth-Century Canada*. Toronto, ON: University of Toronto Press, 2013. Ch. 2 Joseph Sawyer, Ch. 3 Catherine Sutton, Ch. 6 George Copway. *** Limit 1 digital user per sign out at York**

https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991033537399705164

9. Steckley, John. *Beyond Their Years Five Native Women's Stories*. Toronto, ON: Canadian Scholars' Press, 1999. Ch. 1; Ch. 4. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991014269149705164

Physically Available at York University Libraries ** Check Course Moodle Before Purchasing**

10. Witgen, Michael. *Infinity of Nations: How the Native New World Shaped Early North America* (University of Pennsylvania Press, 2012).
11. Greer, Allan. *The Jesuit Relations : Natives and Missionaries in Seventeenth-Century North America*. Boston, MA: Bedford/St. Martin's, 2000.
12. Copway, George, A. LaVonne Brown. Ruoff, and Donald B. Smith. *Life, Letters, and Speeches* Lincoln: University of Nebraska Press, 1997.
13. Morin, Jean-Pierre. *Solemn Words and Foundational Documents : an Annotated Discussion of Indigenous-Crown Treaties in Canada, 1752-1923*. 2018.
14. Craft, Aimée. *Breathing Life into the Stone Fort Treaty: an Anishinabe Understanding of Treaty One*. Saskatoon, SK: Purich Publishing Limited, 2014.
15. Trudy Nicks, "Dr. Oronhyatekha's History Lessons: Reading Museum Collections as Texts" in Jennifer S. H. Brown and Elizabeth Vibert, eds., *Reading Beyond Words: Contexts for Native History*, 2nd edition. Peterborough, ON: Broadview, 2003, pp:

Unavailable at York (Digitally nor Physically) ** Check Course Moodle Before Purchasing**

16. Phillips, Ruth B. (Ruth Bliss). *Trading Identities : the Souvenir in Native North American Art from the Northeast, 1700-1900*. Seattle, WA: University of Washington Press, 1998.
17. Brenda McDougall, *One of the Family: Metis Culture in Nineteenth-Century Northwestern Saskatchewan* (UBC Press 2011).
18. Krasowski, Sheldon. *No Surrender: The Land Remains Indigenous*. Regina, SK: University of Regina Press, 2019.
19. Konkle, Maureen. "Traditional History in Ojibwe Writing," in *Writing Indian Nations: Native Intellectuals and the Politics of Historiography, 1827-1863*, Chapel Hill, NC: The University of North Carolina Press, 2004, Introduction pp: 1 - 42; Ch. 3: pp: 160 - 223.
20. Richard Lyons. "Migrations to modernity: The many voices of George Copway's *Running Sketches of Men and Places, in England, France, Belgium, and Scotland*," In Scott Richard Lyons (ed), *The world, the text, and the Indian: Global dimensions of Native American literature*. Albany, NY: State University of New York Press, 2017, pp: 143 - 182.

Grade Breakdown:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) The grade for the course will be based on the following percentages:

Web Site Review	15%
Book Review	15%
Active History Research Essay (in stages)	40%
Participation	30%

Assignment Descriptions:

The assignments are briefly described here – more detail will follow as the course progresses. All written assignments must be typed. Save your rough notes or rough/progressive drafts of your assignments to protect yourself from intellectual property issues or computer problems. All written assignments must follow the *Chicago Manual of Style* and contain an introduction, thesis statement, and conclusion. Internal paragraphs should each contain a point that supports the thesis statement. All paragraphs should have at least three sentences.

- Web site review, 15%, due October 21, 2020
Review one of the web sites listed in the “Web sites” (on Moodle). You may review a web site not on the list, but you must obtain my approval in advance. The length of the review should be 3-5 pages (750-1250 words). In your review describe the content of the site and determine its major purpose, and if possible its creator, its host, and its level of activity (static or frequently updated). Assess the quality, authenticity, and relevance of the information contained on the site. You may also discuss design and web accessibility, but this is not required. Indicate the date you accessed the site. You do not need to consult any additional sources for this review. You will present a summary of your website review to the class as part of your mark.
- Book Review, 15%, due December 9, 2020
You will notice that we rarely read a whole book in this course. The purpose of this Book Review assignment is for you, the student, to gain a fuller and critical understanding of a chosen book (instead of just chapters). Select one of the books to review from the course listing. You may include a book not on the list, but you must obtain my approval in advance. The length of the review should be 3-5 pages (750 – 1250) words, double spaced 12 point font, one inch margins). In this assignment you will analyse, evaluate and review the book based on a theme in Indigenous history covered in this course. Discuss the authors’ thesis or central arguments, scope, sources, and synthesize how well this book contributes (or does not) to Indigenous historiography. You can consult additional sources for this review but you must demonstrate that you have critically analyzed the book. Samples of other book reviews will be on the moodle. You are encouraged to choose a book that you will lead the in-class discussion on (see below Participation (b) Lead Discussant)
- Active History Research Essay, 40%
Imagine that you are a film-maker, a land-claims researcher, or a curator, and that you have been commissioned by an Indigenous community to make a film, prepare a land-claim, or create a museum exhibit. This assignment requires that you write a research essay of 12-15 pages (3000 to 3750 words) to serve as the foundation for an “active history” project, or one that connects with the general public in some way, and is commissioned by, or in cooperation with, an Indigenous community. The project could be a museum exhibit, a web site, a documentary or feature film, a set of historical plaques or monuments, a land claim, or other forms of active history. Use your imagination to find a form and subject that fascinates you. The subject of your active history project will be based on Indigenous history in the land that became Canada, rooted in the pre-1900 period. Pretend to develop the project in consultation with a specific Indigenous community in Canada. You will work on the project in stages. Each stage must be completed and approved by me before you can

move on the next stage.

- a) proposal (5%) due January 13, 2020
- b) ethics application (5%), due January 13, 2020
- c) annotated bibliography (5%), due January 27, 2021
- d) a detailed outline (5%), due February 10, 2021
- e) completed paper (20%), due March 31, 2021

- Participation, 30%

a) Weekly participation: 15%

Discussion is an important component of the class, and so active participation and critical thinking about the assigned material is essential. Carefully read the assigned chapters and come to class ready to speak. My evaluation of your discussion grade is based on 1) active, regular participation; 2) direct engagement with the text by offering reflections, posing questions, pointing out problems, and so on; and 3) interaction with your peers by building on their comments, asking further questions, and exploring a different view with respect and courtesy. These areas mirror my approach and understanding of discussion, which I regard as a conversation among a group of students who come to class with thoughtful questions, remarks, and comments about the assigned reading and then leave with other issues in mind that have surfaced after carefully listening to and engaging with the ideas of their peers. Like any good, animated conversation, discussion depends on give and take from all of those involved, including listening as much as talking.

b) Lead Discussant: 10%

Each week a student will be assigned one of the readings. It is this student's responsibility to hand in a basic one page review of this reading at the beginning of the class and to stimulate class discussion by introducing, describing, and evaluating their assigned reading in a short presentation to start our class. Each student will have an absolute maximum of 10 minutes to introduce their particular review to the class. After the presentations from each student, we will engage the broad themes while discussing the readings. Some weeks there will be 2 students who present, other weeks there will be 3 students. Based on enrolment, each student will lead discussion on a reading at least two times, maximum three, throughout the year.

c) Presentation of your active history research project: 5%

The last class of the course will be devoted to student presentations of the subject of their Active History Research Essays. Students will have an absolute maximum of ten minutes to present their work.

Late Policy:

Completing and handing in assignments on-time is your responsibility. **Late assignments shall receive a 5% reduction plus an additional 5% reduction for every 24 hours they are late.** That said, unexpected issues do arise from time to time. I understand; that is why extensions may be granted occasionally, but only if you ask!

The guidelines under which I may consider extensions: 1) no extension shall be granted 24 hours before an assignment is due; 2) you must formally request all extensions by email specifying the proposed date and time by which you will submit the late assignment; 3) all extensions must be approved by me; 4) only one extension may be granted.

Academic Integrity:

Students who have not yet completed York's excellent academic integrity tutorial are strongly advised to do so: http://www.yorku.ca/tutorial/academic_integrity/ Plagiarism

has no justification in an academic environment, and especially not a 4th year course. Students caught plagiarizing should expect severe consequences, such as failing the course and/or jeopardizing their university degree.

Email Etiquette:

Here are a few simple rules to help me answer your emails quickly and efficiently: 1) Email me infrequently. Save up your questions. For example, if you are looking for sources for your essay and want to ask my advice, send me a single email listing all your sources, rather than an email for every source. 2) Put "4508" and the topic of the email in the subject line – this helps me to locate and sort your email. 3) Treat emails more like letters than texts, so address them to me, use complete sentences, and sign your names at the end.

Course Outline:

September 9, 2020 WEEK 1: Welcome!

Introductions, reviewing the syllabus, assignments, and overview lecture. We will talk about the diverse array of primary sources historians can use, such as archival documents, oral histories, material culture (in the form of museum collections and archaeological evidence), landscapes, and experiential or participatory evidence.

September 16, 2020 WEEK 2: Methodologies

Required Readings from Chris Andersen and Jean M. O'Brien (eds), *Sources and Methods in Indigenous Studies* (Routledge, 2017)

https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991009687639705164

Ch. 1: Jean M. O'Brien, "Historical Sources and Methods in Indigenous Studies: Touching on the past, looking to the future."

Ch. 3: Pauline Turner Strong, "History, anthropology, Indigenous studies."

Ch. 6: K. Tsianina Lomawaima, "Mind, heart, hands: Thinking, feeling, and doing in Indigenous history methodology."

Ch. 10: Robert Warrior, "Intellectual history and Indigenous methodology."

September 23, 2020 WEEK 3: Great Lakes Historiography

Required Reading:

White, Richard. *The Middle Ground Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*. 20th anniversary ed. New York: Cambridge University Press, 2011.

Introduction, Ch. 1: Refugees: A world made of Fragments, Ch. 2: The Middle ground

https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991032951089705164

Robert Innes, "Elder Brother as theoretical framework," in Chris Andersen and Jean M. O'Brien (eds), *Sources and Methods in Indigenous Studies* (Routledge, 2017)

https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991009687639705164

September 30, 2020 WEEK 4: Great Lakes Historiography Pt. 2

Required Reading:

Witgen, Michael J. *An Infinity of Nations : How the Native New World Shaped Early North America*. Philadelphia: University of Pennsylvania Press, 2012. **Prologue, Ch. 1: Place and Belonging in Native North America, Ch. 2: The Rituals of Possession and the Problems of Nation, Ch. 3: The Rebirth of Native Power and Identity.**

Bohaker, Heidi. "Reading Anishinaabe Identities: Meaning and Metaphor in Nindoodem Pictographs." *Ethnohistory* 57.1 (2010): 11–34. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/duke10.1215%252F00141801-2009-051

October 7, 2020

WEEK 5: Encountering Colonialism: A Tale of Three Chiefs

Chute, Janet E. "Shingwaukonse: A Nineteenth-Century Innovative Ojibwa Leader." *Ethnohistory* 45, no. 1 (January 1, 1998): 65–101. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/jstor_archive_210.2307%252F483172

Chute, Janet E. "Unifying Vision: Shingwaukonse's Plan for the Future of the Great Lakes Ojibwa." *Journal of the Canadian Historical Association* 7 (January 1, 1997): 55 – 80. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/gale_ofa30474246

Smith, Donald B. "Credit Head Chief: Joseph Sawyer, or Nawahjegezhegwabe (ca. 1784 - 1863)," in *Mississauga Portraits : Ojibwe Voices from Nineteenth-Century Canada*. Toronto, Ontario: University of Toronto Press, 2013, pp: 33 - 67. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991033537399705164

Kugel, Rebecca. "Religion Mixed with Politics: The 1836 Conversion of Mang'osid of Fond Du Lac." *Ethnohistory* 37, no. 2 (April 1, 1990): 126–157. <http://search.proquest.com/docview/209747181/>.

October 14, 2020

READING WEEK – No Classes

October 21, 2020

WEEK 6: Religion and Colonization

Web site review due, worth 15%

Required Reading:

Greer, Allan. *The Jesuit Relations : Natives and Missionaries in Seventeenth-Century North America*. Boston: Bedford/St. Martin's, 2000. **Introduction** (1-19), **Law and Government** (50 – 59); **The Huron Feast of the Dead** (61 – 69); **A Medical Duel: Father Allouez and the Potawotamis** (91 – 93); **Ch. 4 Diplomacy and War** (94 – 118); **Ch. 8 Exploring the Mississippi** (p. 186 – 211).

Delage, Denys, and Helen Tanner. "The Ojibwa-Jesuit Debate at Walpole Island, 1844." *Ethnohistory* 41.2 (1994): 295. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/proquest209760632

October 28, 2020 **WEEK 7: Kateri Tekakwitha: Conversion and Gender**
Website Review Presentations (7 minutes each, 7 students)

Required Reading:

Greer, Allan. *Mohawk Saint Catherine Tekakwitha and the Jesuits*. New York ;: Oxford University Press, 2005.

https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991016724139705164

Steckley, John. "Kateri Tegakwitha (She Moves Things): Mohawk/ Algonquin (1656 – 1680)" in *Beyond Their Years Five Native Women's Stories*. Toronto, Ont: Canadian Scholars' Press, 1999.

https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991014269149705164

Henri Béchar, "TEKAKWITHA (Tekaouïta, Tagaskouïta, Tegakwitha), Kateri (baptized Catherine)," in *Dictionary of Canadian Biography*, vol. 1, University of Toronto/Université Laval, 2003–, accessed June 11, 2020,

http://www.biographi.ca/en/bio/tekakwitha_1E.html

Tallbear, Kim. "Standing with and speaking as faith: A feminist-Indigenous approach to inquiry," in Chris Andersen and Jean M. O'Brien (eds), *Sources and Methods in Indigenous Studies* (Routledge, 2017)

November 4, 2020 **WEEK 8: Nahnehwequay: Gender and Colonization**
Website Review Presentations (7 minutes each, 8 students)

Required Reading:

Steckley, John. "Nahnehwequay (Upright Woman) or Catherine Sutton: Mississauga (1824 – 1865)," in *Beyond Their Years Five Native Women's Stories*. Toronto, Ont: Canadian Scholars' Press, 1999.

https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991014269149705164

Haig-Brown, Celia. "Seeking Honest Justice in a Land of Strangers: Nahnehwequa's Struggle for Land." *Journal of Canadian Studies* 36.4 (2002): 143–170. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/proquest203559139

Smith, Donald B. "Upright Woman: Catharine Sutton, or Nahnehwequay, 'Nahnee' (1824 – 1865)," in *Mississauga Portraits : Ojibwe Voices from Nineteenth-Century Canada*. Toronto, [Ontario: University of Toronto Press, 2013. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991033537399705164

Alternative:

Donald B. Smith, "NAHNEBAHWQUAY," in *Dictionary of Canadian Biography*, vol. 9, University of Toronto/Université Laval, 2003–, accessed June 11, 2020, http://www.biographi.ca/en/bio/nahnebahwequay_9E.html

November 11, 2020

WEEK 9: Literacy, Religion, and Agency

Required Reading:

Penner, Robert. "The Ojibwe Renaissance: Transnational Evangelicalism and the Making of an Algonquian Intelligentsia, 1812-1867." *American Review of Canadian Studies: Essays in Honor of John Herd Thompson* 45.1 (2015): 71–92. https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/informaworld_s10_1080_02722011_2015_1013264

Konkle, Maureen. "Traditional History in Ojibwe Writing," in *Writing Indian Nations: Native Intellectuals and the Politics of Historiography, 1827–1863*, Chapel Hill: The University of North Carolina Press, 2004, pp: 160 - 223.

November 18, 2020

WEEK 10: Critic of Colonialism? George Copway

Required Reading:

Copway, George. *The Life, Letters and Speeches of Kah-Ge-Gah-Bowh or G. Copway, Chief Ojibway Nation a Missionary for Many Years in the Northwest : Now the Projector of the Concentration of the Northwestern Indian Tribes for the Better Promotion of Their Physical Improvement* New York: S.W. Benedict, 1850.

Online:https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991025388329705164

November 25, 2020

WEEK 11: Critic of Colonialism? George Copway

Required Reading:

George Copway, *Running Sketches of Men and Places, in England, France, Belgium, and Scotland*, New York: J.C. Riker, 1851. Ch. I – V, VIII, XVII, XVIII, XIX

Online: <https://archive.org/details/runningsketches01copwgoog>

December 2, 2020

WEEK 12: Critic of Colonialism? George Copway

Required Reading:

Scott Richard Lyons. "Migrations to modernity: The many voices of George Copway's *Running Sketches of Men and Places, in England, France, Belgium, and Scotland*," In Scott Richard Lyons (ed), *The world, the text, and the Indian: Global dimensions of Native American literature*. Albany: State University of New York Press, 2017, pp: 143 – 182. ****On Moodle site****

Donald Smith, "Literary Celebrity: George Copway, or Kahgegagahbowh (1818 – 1869)," in *Mississauga Portraits: Ojibwe Voices from Nineteenth-Century Canada*. Toronto, Ontario: University of Toronto Press, 2013, pp: 164 – 211.
https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991033537399705164

A. LaVonne Brown Ruoff. "The Literary and Methodist contexts of George Copway's Life, Letters and Speeches," in George Copway, A. LaVonne Brown Ruoff and Donald B. Smith (eds), *Life Letters and Speeches: George Copway (Kahgegagahbowh)*, Lincoln, NB: University of Nebraska Press, 1997, pp: 1 – 22. ****On Moodle site****

December 9, 2020 ***Review Essay due, worth 15% - no class***

-----**HOLIDAY BREAK**-----

January 13, 2021 **WEEK 13: Museums & Colonialism**
Active History Research Essay Proposal 5% AND ethics application, 5% due

Required Reading:
Hamilton, Michelle A. *Collections and Objections Aboriginal Material Culture in Southern Ontario, 1791-1914*. Montreal: McGill-Queen's University Press, 2010. Ch. 1, 2, 3, 4.
https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991033576059705164

January 20, 2021 **WEEK 14: Museums & Colonialism**

Required Reading:
Phillips, Ruth B. (Ruth Bliss). *Trading Identities: the Souvenir in Native North American Art from the Northeast, 1700-1900*. Seattle: University of Washington Press, 1998. Ch.1, Ch. 2

January 27, 2021 **WEEK 15: Museums & Colonialism**
Active History Research Essay Annotated Bibliography, 5%, due

Required Reading:
Trudy Nicks, "Dr. Oronhyatekha's History Lessons: Reading Museum Collections as Texts" in Jennifer S. H. Brown and Elizabeth Vibert, eds., *Reading Beyond Words: Contexts for Native History*, 2nd edition (Broadview, 2003). https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/sqt9v/duke10.1215%252F00141801-52-3-643

Sherry Farrell Racette in Conversation with Alan Corbiere and Crystal Migwans, "Pieces left along the trail: Material Culture histories and Indigenous Studies," in Chris Andersen and Jean M. O'Brien (eds), *Sources and Methods in Indigenous Studies* (Routledge, 2017)
https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991009687639705164

Gabrielle Tayac, "Authoring Indigenous Studies in three dimensions: An approach to museum curation," in Chris Andersen and Jean M. O'Brien (eds), *Sources and Methods in Indigenous Studies* (Routledge, 2017) https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/q36jf8/alma991009687639705164

February 3, 2021

WEEK 16: Pre-Confederation Treaties

Required Reading:

Miller, J. R. (James Rodger). *Compact, Contract, Covenant Aboriginal Treaty-Making in Canada*. Toronto, Ont: University of Toronto Press, 2009. **Ch. 1, 2, 3**

Morin, Jean-Pierre. *Solemn Words and Foundational Documents : an Annotated Discussion of Indigenous-Crown Treaties in Canada, 1752-1923* , 2018. **Introduction, Ch. 1**

February 10, 2021

WEEK 17: Upper Canada Treaties 1818 - 1862

Active History Research Essay Detailed Outline, 5%, due

Required Reading:

Miller, J. R. (James Rodger). *Compact, Contract, Covenant Aboriginal Treaty-Making in Canada*. Toronto, Ont: University of Toronto Press, 2009. **Ch. 4**

Morin, Jean-Pierre. *Solemn Words and Foundational Documents : an Annotated Discussion of Indigenous-Crown Treaties in Canada, 1752-1923* , 2018. **Ch. 3, 4**

February 17, 2021

WEEK 18: Treaties 1, 2, & 3

Required Reading:

Miller, J. R. (James Rodger). *Compact, Contract, Covenant Aboriginal Treaty-Making in Canada*. Toronto, Ont: University of Toronto Press, 2009. **Ch. 6**

Krasowski, Sheldon. *No Surrender: The Land Remains Indigenous*. Regina, SK: University of Regina Press, 2019. **Introduction, Ch. 1, Ch. 2**

Craft, Aimée. *Breathing Life into the Stone Fort Treaty : an Anishinabe Understanding of Treaty One* Saskatoon, SK, Canada: Purich Publishing Limited, 2014.

February 24, 2021

READING WEEK: no class

March 3, 2021

WEEK 19: Treaty 7 – Contrasting Versions

Required Reading:

Krasowski, Sheldon. *No Surrender: The Land Remains Indigenous*. Regina, SK: University of Regina Press, 2019. **Ch. 5**

Carter, Sarah, Dorothy. First Rider, and Walter. Hildebrandt. *The True Spirit and Original Intent of Treaty 7*. Montreal [Que: McGill-Queen's University Press, 1996.

March 10, 2021

WEEK 20: The Long History of the Forgotten People

Required Reading:

Heather Devine, *The People Who Own Themselves*

March 17, 2021 **WEEK 21: Metis Ethnogenesis**

Required Reading:

Brenda Macdougall, *One of the Family*, part 1

March 24, 2021 **WEEK 22: Metis History**

Required Reading:

Brenda Macdougall, *One of the Family*, part 2

March 31, 2021 **WEEK 23: Metis Fiddling on Film**

Active History Research Essay due

View and discuss films:

“How the Fiddle Flows” NFB, 2002, 48 min

“Medicine Fiddle,” Michael Loukinen, 1991, 81 min

April 7, 2021 **WEEK 24**

Student Presentations of Active History Research Topics

The syllabus may be subject to minor scheduling adjustments as the course progresses.