

**History 4V65**  
**Aboriginal History in Modern Canada**  
**Brock University**

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Seminar M. 1400-1700  
MCD304

Office hours: M 1300-1400 (or by appointment)

This course will examine selected themes in Canadian Aboriginal history (First Nations, Metis, and Inuit) in the 19<sup>th</sup> and 20<sup>th</sup> centuries. Themes to be covered will include the impact of colonization, disease and health care, education and residential schools, missionaries, government relations and policies, gender roles, treaty making and Aboriginal sovereignty, and forms of activism and protest. This course will also explore the larger colonial relationship and postcolonial approaches, the different ways that Aboriginal history is presented, and Aboriginal historical methods.

**TEXTBOOK**

Each student is required to read **EITHER** Joseph Boyden, *Three Day Road* **OR** Tomson Highway, *Kiss of the Fur Queen*.

There is no textbook required for this course but I strongly advise students (particularly those with no previous experience in this topic) to consult a general reader. General histories are Arthur J. Ray, *I Have Lived Here Since the World Began* (1996); or Olive Dickason, *A Concise History of Canada's First Nations* (2006).

All seminar readings are on Library Reserve

**COURSE FRAMEWORK**

There will be weekly directed readings and discussion. Each student is required to prepare and participate in the discussion of each topic. Participation will be evaluated and will determine 30% of your grade.

**REQUIREMENTS**

**Report**

Student Reports will introduce each weekly discussion. This Report should be a short introduction (not more than 20 minutes) to the topic based on the list of readings. The Report (not more than five pages, typed, double-spaced in clear prose) should emphasize the important aspects of the topic, identify the thesis of the readings, examine the methodological approaches used, and place the reading in the larger historiography. The Report is an analysis of the readings as a whole. **Do not simply summarize the readings.** A copy of the Report must be submitted to the instructor at the time of the presentation. The Report will determine 10% of your grade. Note: the Report and the essay may not examine the same topic.

### Essay Proposal

A proposal - a working thesis and annotated bibliography - for your essay must be handed in and will determine 20% of your grade.

### Research Essay

Students will also prepare a 15-20 page essay based on one of the discussion topics, but the essay must explore a different topic than the Report. The essay will determine 40% of your grade. Late essays will be penalized 5% per day and no essay will be accepted after the last day of classes.

### Grading:

Seminar Participation	30%	
Report	10%	
Proposal	20%	Due 9 Nov/09
Essay	40%	Due 30 Nov/09

Students must fulfill all of the course requirements in order to pass the class.

### ACADEMIC HONESTY

Plagiarism is a very serious academic offence and is defined by University regulations as “presenting work done (in whole or in part) by someone else as if it were one’s own.” Students should read the Brock University Undergraduate Calendar Section VII (‘Academic Misconduct’). **Failure to acknowledge another’s work will result in a grade of ZERO for the assignment. The Calendar outlines the range of penalties for plagiarism.** To avoid the suspicion of plagiarism, deliberate or otherwise, students should retain all notes, rough drafts, and copies of essays until final grades are assessed.

### LECTURE AND SEMINAR SCHEDULE

Week 1 (14 Sept): Introduction to History 4V65

Week 2 (21 Sept): Historiography and Indigenous Knowledge

Keith Carlson *et al*, “An Annotated Bibliography of Major Writings in Aboriginal History, 1990-99” *Canadian Historical Review* vol. 82, no.1, 2001:122-171

Ken Coates, “Writing First Nations into Canadian History: A Review of Recent Scholarly Works” *Canadian Historical Review* vol. 81, no. 1, 2000: 99-114

Marlene Brant Castellano, “Updating Aboriginal Traditions of Knowledge” in George Sefa Dei *et al*, eds. *Indigenous Knowledges in Global Contexts* (Toronto: OISE/UT and University of Toronto Press, 2000), 21-36

Elizabeth McIsaac, “Oral Narratives as a Site of Resistance: Indigenous Knowledge, Colonialism, and Western Discourse” in George Sefa Dei *et al*, eds. *Indigenous Knowledges in Global Contexts* (Toronto: OISE/UT and University of Toronto Press, 2000), 89-101

Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (London: Zed Books, 1999) "Introduction" and "Imperialism, History, Writing, and Theory" pp1-41

Week 3 (28 Sept): Treaties and Treaty-making

J.R. Miller, "A Strong Promise:" Treaties" chapter 3 in *Lethal Legacy: Current Native Controversies in Canada* (Toronto: McClelland and Stewart, 2004), 106-164

Treaty 7 Elders *et al*, *The True Spirit and Original Intent of Treaty 7* (Montreal and Kingston: McGill-Queen's University Press, 1996), 67-82, 297-330

Alexander Morris, *The Treaties of Canada with the Indians* (Saskatoon: Fifth House, 1991 Reprint) (original Toronto, 1880), "The Blackfeet Treaty," 9-12; 245-275; 368-375

Week 4 (5 Oct): Lands and Resources

J. R. Miller, *Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada* (Toronto: University of Toronto Press, 2000), Chapter 11, 254-282

Sarah Carter, *Lost Harvests: Prairie Indian Reserve Farmers and Government Policy* (Montreal: McGill-Queen's University Press, 1990), 193-236

Ryan Eyford, "Quarantined Within a New Colonial Order: The 1876-1877 Lake Winnipeg Smallpox Epidemic" *Journal of the Canadian Historical Association* New series, vol. 17, no.1, 2006: 55-78

Week 5 (12 Oct): No meeting. Thanksgiving Day. Read Novels for Discussion on 19 Oct.

Week 6 (19 Oct): Lands and Resources II

Renisa Mawani, "Legal Geographies of Aboriginal Segregation in British Columbia: The making and unmaking of the Songhees reserve, 1850-1911" in *Isolation: Places and Practices of Exclusion* eds. Carolyn Strange and Alison Bashford, (London: Routledge, 2003), 173-190

Toby Morantz, *The White Man's Gonna Getcha: The Colonial Challenge to the Crees in Quebec* (Montreal and Kingston: McGill-Queen's University Press, 2002) chapter 5, 131-175

Discussion of historical themes in Boyden, *Three Day Road* and Highway, *Kiss of the Fur Queen*

Week 7 (26 Oct): Health and Disease

Naomi Adelson, "Being Alive Well" *Health and the Politics of Cree Well-Being* (Toronto: University of Toronto Press, 2000) "Miyupimaatisiun: Being Alive Well" pp. 59-98

Film: *The Longer Trail* (NFB, 1956)

Film: *Lost Songs* (NFB, 1995)

Mary-Ellen Kelm, *Colonizing Bodies: Aboriginal Health and Healing in British Columbia, 1900-1950* (Vancouver: University of British Columbia Press, 1998), "Introduction" pp xv-xxiii, "Acts of Humanity: Indian Health Services," pp100-128

M. K. Lux, "Perfect Subjects: Race, Tuberculosis, and the Qu'Appelle BCG Vaccine Trial" *Canadian Bulletin of Medical History* 15, (1998): 277-95

Week 8 (2 Nov): Residential Schools

Jo-Anne Fiske, "Gender and the Paradox of Residential Education in Carrier Society" in Christine Miller and Patricia Chuchryk, eds., *Women of the First Nations: Power, Wisdom, and Strength* (Winnipeg: University of Manitoba Press, 1996), 167-182

John S. Milloy, "A National Crime:" *The Canadian Government and the Residential School System, 1879 to 1986* (Winnipeg: University of Manitoba Press, 1999) chapter 4 and 5, pp. 51-107

J. R. Miller, "The State, the Church and Indian Residential Schools in Canada" *Reflections on Native-Newcomer Relations: Selected Essays* (Toronto: University of Toronto Press, 2004), 193-213

Week 9 (9 Nov): Proposal Due Metis

John S. Long, "Treaty No. 9 and fur trade company families" in Jacqueline Peterson and Jennifer Brown, *The New Peoples; Being and Becoming Metis in North America* (Winnipeg: University of Manitoba Press, 1985), 137-162

Diane Payment, "La vie en rose?" Metis Women at Batoche, 1870 – 1920" in Christine Miller and Patricia Chuchryk eds. *Women of the First Nations: Power, Wisdom, and Strength* (Winnipeg: University of Manitoba Press, 1996), 19-37

Week 10 (16 Nov) Colonial, Post-Colonial Relations

Diamond Jenness, "Canada's Indians Yesterday. What of Today?" in Ian Getty and Antoine Lussier eds., *As Long as the Sun Shines and Water Flows*, (Vancouver: University of British Columbia Press, 1995), 158-163;

"The Politics of Indian Affairs" in Ian Getty and Antoine Lussier eds., *As Long as the Sun Shines and Water Flows*, (Vancouver: University of British Columbia Press, 1995), 164-187.

Harold Cardinal, *The Unjust Society: The Tragedy of Canada's Indians* (Edmonton: Hurtig, 1969), 107-171

Statement of the Government of Canada on Indian Policy, 1969 ('White Paper')  
<http://www.ainc-inac.gc.ca/ai/arp/ls/pubs/cp1969/cp1969-eng.asp>

Week 11 (23 Nov) Resistance and Protest

Joan Sangster, "Criminalizing the Colonized: Ontario Native Women Confront the Criminal Justice System, 1920-1960" *Canadian Historical Review* 80, no. 1, (March 1999): 32-60

Frank Tester and Peter Kulchyski, *Tammarniit (Mistakes): Inuit Relocation in the Eastern Arctic, 1939-63* (Vancouver: UBC Press, 1994), chapter 8, 306-361

J.R. Miller, “All This Region Belonged to Him: Claims” *Lethal Legacy: Current Native Controversies in Canada* (Toronto: McClelland and Stewart, 2004), 165-214

J. R. Miller, “According to Our Ancient Customs: Self-Government” *Lethal Legacy: Current Native Controversies in Canada* (Toronto: McClelland and Stewart, 2004), 52-105

Week 12 (30 Nov) Essay Due Oral History and Memory

Joseph E. Couture, “The Role of Native Elders: Emergent Issues” in David Long and Olive Dickason, *Visions of the Heart: Canadian Aboriginal Issues*, 2<sup>nd</sup> Edition (Scarborough: Thomson Nelson, 1998), 31-48

Julie Cruikshank, *The Social Life of Stories: Narrative and Knowledge in the Yukon Territory* (Vancouver: UBC Press, 1998) chapter 1, pp.1-24