

HIST 4120 A01 Aboriginal Rights/HIST 7670 T02 Aboriginal Peoples & Colonization

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Format

The class is a one 150 minute seminar per week held on Thursday from 9:30 am-12:30 pm in 113 St. John's College. Seminars will focus on discussion but will also include short lectures, in-class writing, student-led discussions, and audio-visual materials. We will also have a field trip. Students will be expected to lead or co-lead a seminar, participate fully in discussions and to present their research to the seminar. The seminar will include members from a range of different backgrounds and at a range of different stages in their academic careers.

The first two-thirds of the course will be devoted to reading and discussing secondary literature. The pace here will be brisk and seminar participants must be able to commit to reading a book every week or two. The last third of the course will be devoted to research projects, and seminar participants will be expected to present their research to the group and provide respectful, engaged feedback on the research of others.

Course Content

The first two thirds of the course will be devoted to reading and discussing recent secondary literature written in the last decade about the relationship between First Nations people and colonization in northern North America. While our focus is historical our practice is interdisciplinary, and we will read work by historians, anthropologists, sociologists, political scientists, and literary scholars. Likewise, while we will focus on Canada the approach will be broadly transnational and we will seek to situate Canadian experience within a wider, global framework. The course will cover material dealing with the seventeenth-century onwards, but will focus on the nineteenth and twentieth-century.

Our readings will focus on two important themes in recent scholarship on the history of Indigenous peoples and colonization: gender, the family and kinship, and identity, space, and politics. In investigating these questions, we will read and discuss a wide range of issues, including labour and work, family, kinship, identity, and religion, faith, spirituality, welfare, charity, and the state. Throughout, we will be concerned with addressing the question of how historians and other scholars can best study, analyse and write these histories, and how the project of Aboriginal history challenges and changes conventional historical practice?

The books for this course are as follows. Students should purchase these books or be willing to use the copies on reserve at the St John's College Library. However you get a hold of them they must be read – the course depends on it!

Sarah Carter, The Importance of Being Monogamous: Marriage and Nation Building in Western Canada to 1915 (Edmonton, U of Alberta Press, 2008)

Joyce Green, ed., Making Space for Indigenous Feminism (Halifax, Fernwood, 2006)

Cole Harris, Making Native Space: Colonialism, Resistance, and Reserves in British Columbia (Vancouver, UBC Press, 2004)

Katie Pickles and Myra Rutherdale, eds., Contact Zones: Aboriginal and Settler Women in Canada's Colonial Past (Vancouver, UBC, 2005)

Paige Raibmon, Authentic Indians: Episodes of Encounter from the Late-Nineteenth-Century Northwest Coast (Duke University Press, 2005)

Heather Devine, The People Who Own Themselves: Aboriginal Ethnogenesis in a Canadian Family 1660-1900, Calgary, U of Calgary Press, 2004)

Bonita Lawrence, 'Real Indians' and Others: Mixed Blood Urban Native Peoples and Indigenous Nationhood (Vancouver, UBC Press, 2004)

Celia Haig Brown and David Nonck, eds., With Good Intentions: Euro-Canadian and Aboriginal Relations in Colonial Canada (Vancouver, UBC Press, 2006)

Hugh Shewell, Enough to Keep them Alive: Indian Social Welfare in Canada (Toronto, University of Toronto Press, 2004)

Allan Greer, Mohawk Saint: Catherine Tekakwitha and the Jesuits (Toronto, Oxford, 2006)

The final third of the course will be focussed on major research projects. Students will work primary research projects and present them to the seminar.

Assignments

Assignment	due date	length	value
reading journal 1	27 November 2008	10-15 typed pages or 2,500-3,000 words for 4000 level students; 15-20 typed pages or 3,000-3,500 words for 7000 level students	10%
reading journal 2	9 April 2009	10-15 typed pages or 2,500-3,000 words for 4000 level students; 15-20 typed pages or 3,000-3,500 words for 7000 level students	10%

historiographical essay	8 January 2009	10-12 typed pages or 2,500-3,000 words for 4000 level students; 12-15 typed pages or 3,000 to 3,750 for 7000 level students	20%
essay proposal	12 Feb 2009	2-5 typed pages or 500 to 1,250 words	10%
essay	9 April 2009	15-20 typed pages or 3,750 words for 4000 level students; 20-25 typed pages or 5,000 to 6,250 words for 7000 level students	40%
seminar participation	n/a		10%

Late assignments will be penalized 1% per day. Evaluation Feedback will be provided before the voluntary withdrawal date of 19 March 2009.

Students must submit written work that is original and written specifically for this course. Every student should be familiar with the statements on plagiarism, cheating and impersonation on page 20 of the University of Manitoba 2008/09 Graduate Calendar.

The common penalty in Arts for plagiarism in a written assignment, test or examination is F on the paper and F on the course. For the most serious acts of plagiarism, such as the purchase of an essay or cheating on a test or examination, the penalty can also include suspension for a period of up to 5 years from registration in courses taught in a particular department in Arts or all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

Grade Distribution

A+: 88+

A: 80-87

B+: 76-79

B: 70-75

C+: 66-69

C: 60-65

D: 50-59

F: 49-

Detailed Course Schedule: This May Change!

4 September 08: *Course Introduction*

11 September 08: *Thinking About Aboriginal Histories*

*Audra Simpson, "On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship," *Junctures*, 9, December 2007; Jennifer S.H. Brown and Elizabeth Vibert, eds., "Introduction," Reading Beyond Words: Contexts for Native History, 2nd edition (Peterborough, Broadview Press, 2003); both available from Adele

Part One: Gender, Kin and Family

18 September 08

*Allan Greer, Mohawk Saint

25 September 08

*Heather Devine, The People Who Own Themselves

2 October 08

*Heather Devine, The People Who Own Themselves

9 October 08

*Pickles and Rutherford, ed., Contact Zones

16 October 08

*Pickles and Rutherford, ed., Contact Zones

23 October 08

*Carter, The Importance of Being Monogamous

30 October 08

*Carter, The Importance of Being Monogamous

6 November 08

**Class Cancelled...*

13 November 08:

*Green, ed., Making Space for Indigenous Feminism

20 November 08

*Field Trip

27 November 08 *Fall Term Wrap-Up

*1st instalment of reading journal due.

Part Two: Identity, Space, Politics

8 January 09

*Harris, Making Native Space

**historiographical essay due*

15 January 09

*Harris, Making Native Space

22 January 09

*Raibmon, Authentic Indians

29 January 09

*Brown and Nonck, With Good Intentions

5 February 09

*Shewell, Enough to Keep Them Alive

12 February 09

*Shewell, Enough to Keep them Alive

**essay proposal due*

19 February 09

*Reading Week. And Louis Riel Day, too. Class Cancelled in any case.

26 February 09

*Lawrence, `Real' Indians and Others

5 March 09

*Meetings with Adele

12 March 09

*Research Day 1

19 March 09

*Research Day 2

26 March 09

*Research Day 3

2 April 09

*Research Day 4

9 April 09

*course wrap-up

**research essay due*

**reading journal instalment 2 due*