



The University of Western Ontario
HISTORY 9844 A
New Directions in Indigenous Histories
Fall 2024

Instructor: Dr. Cody Groat

Office Hours: Monday 12:30- 2:00
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Course Description

This course considers new directions in the historical study of Indigenous peoples and recognizes the ways in which the academic discipline of history can impact contemporary issues such as the recognition or denial of Indigenous national identities. Readings will consider First Nations, Inuit, Métis, and k̄anaka 'ōiwi territories that have been influenced by the development of Canada and the United States. Themes for discussion include historical constructions of gender, intersectional identities, transnational histories, and instances of political activism.

Graduate Course Level Learning Outcomes/Objectives

- Be able to articulate recent trends associated with Indigenous historiography
- Be able to critically consider the ways in which history as an academic discipline informs contemporary dialogue associated with Indigenous peoples
- Be able to demonstrate the ways in which Indigenous communities are informing the practices of historical interpretation

Course Timeline and Format

This class will meet in-person every Monday from 2:30- 4:30 with the exceptions of September 30 (the National Day for Truth and Reconciliation) and October 14 (Reading Week).

Enrollment Restrictions

Enrollment in this course is restricted to graduate students in History, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

Course Materials

The assigned readings are available through the university library. Some of the books only allow a single user at a time. Therefore, students may wish to consider borrowing these from other institutions or purchasing those that they might utilize in the future.

Methods of Evaluation

Seminar Participation: 30% – Ongoing

Course Reading Book Pitch: 30% – October 7

NAIS Historiographical Analysis: 40% – November 25

Seminar Participation

Students are expected to attend and participate actively in all seminar discussions to demonstrate their comprehension of the required readings. Participation will be graded on a 10-point scale following each weekly seminar. Failure to attend a seminar will result in a 0 for that class. Attending a seminar without participating in the discussion will result in a 4 for that class. Grades higher than a 4 will be based on the quality of the student's contribution to the discussion.

Each student must provide at least two discussion questions relating to the required readings via email prior to the start of class. These are considered necessary to receive weekly participation marks.

Attendance at a minimum of 9 seminar sessions is necessary to receive a passing grade for this course.

Course Reading Book Pitch

Help decide what we should read for the final week of our course and influence the future of History 9844! This assignment will reflect a conventional annotated bibliography, but will also serve as your pitch for the books that should be added to the course reading list.

Annotated bibliographies are brief summaries of academic publications that consider the thesis that is being presented by the author, the primary sources that are used in their analysis, and the ways in which the publication builds upon pre-existing scholarship. For this assignment, students will write an annotated bibliography that considers six scholarly monographs that have been published by a university press from the last ten years. This must include three books that consider Canada and three books that consider the United States. The chosen books *must not* already be included within the required readings for the course.

Besides addressing the conventional aspects of an annotated bibliography, students should also convincingly argue for the inclusion for their chosen books within the required readings for this course. The content for Week Eleven (December 2) will be based on these submissions.

Each book pitch or annotated bibliographic entry should be approximately one page long (double spaced). This assignment will be in Times New Roman, 12-point font, with Chicago Style citations.

NAIS Historiographical Analysis

Historiography considers the ways in which historical writing has developed over time. This could mean, for example, an assessment of how the fur trade has been interpreted by historians throughout the past century. For this assignment, students will deviate from the conventional understandings of historiography by considering the ways in which personal experience and positionality have been integrated within historical scholarship relating to Indigenous peoples. For this assignment, students will

draw from *NAIS: the Journal of the Native American and Indigenous Studies Association*, considering articles that were published between 2014 and 2024.

NAIS is an interdisciplinary journal, meaning that some of its articles are written by scholars or community members who have not been trained as academic historians. Despite this, many articles consider events from the past. For this assignment, students will choose **at least ten articles** that have been published between 2014 and 2024 and consider the ways in which the personal or lived experiences of the author have impacted their analysis of historical events. This will consider, for example, the primary and secondary sources that are used as well as the ways in which the author integrates themselves, their communities, and their lived experiences into their scholarship. The historiographical analysis should argue if you consider a positional approach to historical scholarship to represent authorial bias, and your argument as to if this is advantageous or disadvantageous to the future of the academic field

NAIS features submissions from international scholars, and students are permitted to consider articles that reference Indigenous peoples (broadly defined) from outside Canada or the United States. Students are not permitted to reference book or multimedia reviews that are featured in the journal.

The historiographical analysis will be 20 pages long (double spaced). The assignment will be in Times New Roman, 12-point font, with Chicago Style citations.

Course Schedule and Readings

September 9 – Introducing Historiography

- Blackhawk, Ned. *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History*. Yale: Yale University Press, 2023
 - Endnotes, 449- 550
- Downey, Allan. “To Know the Indigenous Other: A Century of Indians in Canadian History.” *Journal of the Canadian Historical Association* 33, 1 (2023): 163- 182
- Miller, J. R. *Skyscrapers Hide the Heavens: A History of Native-Newcomer Relations in Canada, Fourth Edition*. Toronto: University of Toronto Press, 2018
 - Endnotes and Select Bibliography, 361- 416
- Miller, Susan. “Native Historians Write Back: the Indigenous Paradigm in American Indian Historiography.” *Wicazo Sa Review* 24, 1 (2009): 25- 45

September 16 – National Surveys

- Blackhawk, Ned. *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History*. Yale: Yale University Press, 2023
 - Introduction: Toward a New American History: 1-11
 - Chapter Six: Colonialism’s Constitution: the Origins of Federal Indian Policy, 176-206
 - Chapter Nine: Collapse and Total War: the Indigenous West and the U.S. Civil War, 289-328

- Miller, J. R., *Skyscrapers Hide the Heavens: A History of Native-Newcomer Relations in Canada, Fourth Edition*. Toronto: University of Toronto Press, 2018 (1989)
 - Preface to the First, Third, and Fourth Editions, ix- xix
 - Chapter 4: Military Allies Through a Century of Warfare, 60-83
 - Chapter 11: The Policy of the Bible and the Plough, 205-229
 - Chapter 15: Meech, Oka, Charlottetown, Nass, and Ottawa: Relations 1986- 2000, 296-317
 - Chapter 17: Do We Learn Anything from History?, 344-360

September 23 – Conceptualizing Settler Colonialism

- Blackhawk, Maggie. “Foreward: the Constitution of American Colonialism.” *Harvard Law Review* 137, 1 (2023): 1- 152
- Bohaker, Heidi. *Doodem and Council Fire: Anishinaabe Governance through Alliance*. Toronto: University of Toronto Press, 2020
 - Introduction, 3-40
- Wakeham, Pauline. “The Slow Violence of Settler Colonialism: Genocide, Attrition, and the Long Emergency of Invasion.” *Journal of Genocide Research* 24, 3 (2022): 337-356.

October 7 – Pacific Islander Histories

- Dardani, Ross. “Popular Constitutionalism in the US Empire: the Legal History of US Citizenship in Guam,” *Law & Social Inquiry* 49, 2 (2024): 1082- 1106
- Imada, Adria L. “Transnational Hula as Colonial Culture,” *The Journal of Pacific History* 46, 2 (2011): 149- 176
- Silva, Noenoe K. *Aloha Betrayed: Native Hawaiian Resistance to American Colonialism*. Durham: Duke University Press, 2004
 - Introduction, 1-13
 - Chapter Four: The Antiannexation Struggle, 123-163
 - Chapter Five: The Queen of Hawai’i Raises Her Solemn Note of Protest, 164-202

October 21 – Inuit Histories

- Backhouse, Constance. *Colour-Coded: A Legal History of Racism in Canada, 1900- 1950*. Toronto: University of Toronto Press, 1999
 - Chapter Two: Race Definition Run Amuck: ‘Slaying the Dragon of Eskimo Status’ in Re: Eskimos, 1939, 18-55
- Fossett, Renee. *The Life and Times of Augustine Tataneuck: An Inuk Hero in Rupert’s Land, 1800- 1834*. Regina: University of Regina Press, 2023
 - Introduction to Augustine’s World, xxiii-xxxiii

- Chapter One: The Inuit, the Company, and Churchill Post, 1812: 1-25
- Gordon, Tom. *Called Upstairs: Moravian Inuit Music in Labrador*. Kingston and Montreal: McGill-Queen's University Press, 2023
 - Chapter One: Backstories: 3-53
- Nicole St.-Onge, Carolyn Podruchny, and Brenda Macdougall, eds. *Contours of a People: Métis Family, Mobility, and History*. Norman: University of Oklahoma Press, 2012.
 - Chapter Twelve: The Creoles of Russian America: Laborers in the Borderlands by Daniel J. Blumlo, 368-391
- Wilson, Gary N. and Heather A. Smith. "The Inuit Circumpolar Council in an Era of Global and Local Change," *International Journal* 66, 4 (2011): 909- 921

October 28 – Métis Histories

- Ens, Gerhard J. and Joe Sawchuk. *From New Peoples to New Nations: Aspects of Métis History and Identity from the Eighteenth to Twenty-First Centuries*. Toronto: University of Toronto Press, 2016
 - Chapter One: Race and Nation: Changing Ethnological and Historical Constructions of Hybridity, 13- 41
 - Chapter Six: The *Manitoba Act* and the Creation of a Métis Status, 133- 155
- Macdougall, Brenda. "Wahkootowin: Family and Cultural Identity in Northwestern Saskatchewan Métis Communities." *Canadian Historical Review* 87, 3 (2006): 431-462
- Nicole St.-Onge, Carolyn Podruchny, and Brenda Macdougall, eds. *Contours of a People: Métis Family, Mobility, and History*. Norman: University of Oklahoma Press, 2012.
 - Chapter Thirteen: Settling for Community? Juridical Visions of Historical Métis Collectivity in and After *R. v. Powley* by Chris Anderson, 392- 421.
- Voth, Daniel. "'Descendants of the Original Lords of the Soil:' Indignation, Disobedience, and Women Who Jig on Sundays." *NAIS: Journal of the Native American and Indigenous Studies Association* 7, 2 (2020): 87-113

November 4 – Intersectional Histories

- Anderson, Kim. *Life Stages and Native Women: Memory, Teaching, and Story Medicine*. Winnipeg: University of Manitoba Press, 2011
 - Chapter One: Weaving the Stories, 15- 26
 - Chapter Six: Grandmothers and Elders, 126- 160
 - Conclusion: Bundling the Layers: Building on the Strengths of the Past to Take Us Into the Future, 161- 179
- Crenshaw, Kimberle. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43, 6 (1991): 1241- 1299

- Mays, Kyle T. *An Afro-Indigenous History of the United States*. Boston: Beacon Press, 2021
 - Author's Note, 10-13
 - Introduction: Afro-Indigenous History, 15- 25
 - Chapter One: Indigenous Africans and Native Americans in Pre-Revolutionary America, 26- 41
 - Chapter Two: Antirblackness, Settler Colonialism and the US Democratic Project, 42- 54
 - Chapter Five: Black Americans and Native Americans in the Civil Rights Imagination, 100- 129

- Robinson, Margaret. "Two-Spirit Identity in a Time of Gender-Fluidity," *Journal of Homosexuality* 67, 12 (2020): 1675- 1690

November 11 – Transnational Histories

- Carter, Sarah and Patricia McCormack, eds. *Recollecting Lives of Aboriginal Women of the Canadian Northwest and Borderlands*. Edmonton: Athabasca University Press, 2011.
 - Chapter Two: Lost Women: Native Wives in Orkney and Lewis by Patricia McCormack, 61- 88

- Downey, Allan. "Indigenous Brooklyn: Ironworking, Little Caughnawaga, and Kanien'kehá:ka Nationhood in the Twentieth Century," *American Quarterly* 75, 1 (2023): 27- 50

- Hoy, Benjamin. *A Line of Blood and Dirt: Creating the Canada- United States Border Across Indigenous Lands*. New York: Oxford University Press, 2021
 - Chapter One: Building Borders, 10- 34

- Morgan, Cecilia. *Travellers Through Empire: Indigenous Voyages from Early Canada*. Montreal and Kingston: McGill-Queen's University Press, 2017
 - Introduction: Travelling Through Empire, 3- 18
 - Chapter One: "Of Pleasing Countenance and Pleasant Manners:" John Norton's Transatlantic Voyages, 19- 56

- Thrush, Coll. *Indigenous London: Native Travellers at the Heart of Empire*. New Haven: Yale University Press, 2016
 - Chapter One: The Unhidden City: Imagining Indigenous Londons, 1- 27
 - Chapter Seven: The City of Long Memory: Remembering and Reclaiming Indigenous London, 1982- 2013, 209- 237

November 18 – Political Activism

- Davis, Julie L. *Survival Schools: the American Indian Movement and Community Education in the Twin Cities*. Minneapolis: University of Minnesota Press, 2013
 - Chapter Two: Keeping Ourselves Together: Education, Child Welfare, and AIM's Advocacy for Indian Families, 1968- 1972, 53- 98

- Nickel, Sarah A. “‘We Now Must Take Action:’ Indigenous Women, Activism, and the Aftermath of the Royal Commission on the Status of Women,” *Labour/ Le Travail* 89 (2022): 156- 169.
- Toth, Gyorgy Ferenc. *From Wounded Knee to Checkpoint Charlie: the Alliance for Sovereignty Between American Indians and Central Europeans in the Late Cold War*. Albany: SUNY Press, 2016
 - Introduction: Indians at Checkpoint Charlie, 1- 18
 - Chapter Three: The Rise of the Transatlantic Sovereignty Alliance, 61- 114
 - Chapter Six: A Trail of New Treaties: Performing American Indian Rights at the United Nations, 141- 166
 - Chapter Seven: States of Control: U.S. Government Responses to the Transnational Sovereignty Movement, 169- 202

November 25 – Community Based Histories

- Aazhoodenaang Enjibaajig. *Our Long Struggle for Home: The Ipperwash Story*. Vancouver: On Point Press, 2022
 - Introduction, 3- 12
 - Chapter One: No Word for Surrender, 13- 30
 - Chapter Two: “The House Was Gone,” 31- 36
 - Chapter Four: Under Cover of Prayer Meetings, 51- 60
 - Chapter Five: Burying the Hatchet Under a Peace Tree, 61- 78
 - Chapter Six: Peacekeepers and Nation Builders, 79- 86
- Bennett, John and Susan Rowley, eds. *Uqalurait: An Oral History of Nunavut*. Kingston and Montreal: McGill-Queen’s University Press, 2004
 - Chapter Twelve: The Land, 118- 125
 - Chapter Thirteen: External Relations, 126- 142
- Hill, Susan. “Conducting Haudenosaunee Historical Research from Home: in the Shadow of the Six Nations – Caledonia Reclamation.” *American Indian Quarterly* 33, 4 (2009): 479-498
- Kluane First Nation. *Lhù'ààn Mân Keyí dań kwánje nààtsat: Kluane Lake Country People Speak Strong*. Vancouver: Figure. 1, 2023.
 - Part Two: History of Lhù'ààn Mân Keyí (Kluane Lake Country): 11-105
 - Tùlhàsèn (Lena Johnson): The Plan Was Really Good (1926): 109-120

December 2 – Theme and Readings to Be Determined

Additional Statements

Accessibility Options:

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate

students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction. Request for Accommodations/Medical Issues

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Francine McKenzie (fmckenzi2@uwo.ca) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

Statement on the Use of Generative Artificial Intelligence (AI)

Students are not allowed to make use of Generative AI Tools such as ChatGPT for any assignments in this course.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: https://www.uwo.ca/health/student_support/survivor_support/get-help.html To connect with a case manager or set up an appointment, please contact support@uwo.ca

Copyright

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Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where

appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense.

For more information on plagiarism and other scholastic offenses at the graduate level see: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks are necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

If a history graduate course professor suspects course work of possible plagiarism, or if a graduate supervisor suspects a cognate or thesis of possible plagiarism, the faculty member will meet with the student. If the issue is not resolved, the student then meets with the graduate chair to discuss this situation, and so that the student can present or respond to evidence. Afterwards the graduate chair will decide about whether misconduct has occurred and any penalties; this will be communicated in writing to the student within 3 weeks. The student may appeal this decision to the Vice-Provost (Graduate) within 3 weeks of the issuance of the chair's decision. If the student does not appeal, the Vice-Provost will review the case. The Vice-Provost may confirm, affirm, vary, or overturn the graduate chair's decision or penalty.

Information on the appeals procedures for graduate students can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf

Support Services

Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.

- Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/> and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>
- Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>
- Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See:

[Academic Support & Engagement - Western University \(uwo.ca\)](#)

If you have any further questions or concerns, please contact, Heidi Van Galen, Department Manager, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.