

**History/ Indigenous Studies 4806 G**  
**Indigenous Peoples and Archives**  
**Winter 2027**

Lecture: Thursday 2:30- 5:30

Instructor: Dr. Cody Groat

Email: cgroat@uwo.ca

Office: Department of History, Lawson Hall 2224

Office Hours: Thursday 11:30- 2:30

This is a **draft** outline. Please see the course site on OWL Brightspace for a final version.

**Course Description**

This course will critically examine archival sciences relating to Indigenous peoples. Long perceived as being politically neutral, the collection of records is now identified as an act of settler colonialism that intellectually displaces Indigenous peoples and their historical practices. Through examples ranging from the Hudson's Bay Company Archives to the Library of Congress Twitter Archive, this course considers themes of power, intersectionality, and reconciliation.

**Prerequisite(s):** 2.0 History courses at the 2200-level or above, or 2.0 Indigenous Studies courses at the 2000-level or above

**Course Level Learning Objectives:**

- Understand some of the basic terms and concepts associated with archival records including provenance, valuation, collection, fonds, series, scope and extent
- Be introduced to the relative power imbalance within Canadian and international archival collections and consider some new approaches to rectifying this
- Be introduced to Indigenous forms of documentary heritage and consider how these forms have been integrated or excluded from settler or community-based archival institutions
- Become familiarized with significant archival collections including the Department of Indian Affairs, the Hudson's Bay Company Archives, the National Centre for Truth and Reconciliation, and ArQuives
- Apply archival knowledge through collaborative projects with Western's Archives and Special Collections

**Methods of Evaluation**

**Discussion Participation – 15%** (ongoing) and **Discussion Leadership** (ongoing) – **20%**

This is a participatory, discussion-based class with questions posed regarding the readings and specific themes, concepts, and case studies. Active and consistent engagement in class discussions constitutes 15% of the final grade for this class. Participation will be evaluated Weeks 3-11.

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Attendance at a minimum of 11 lectures is required for a passing grade.

Two discussion leaders will be assigned for each lecture between Weeks 3 and 11. The professor will give a brief lecture to introduce the weekly theme and the archives being considered by the class during the first half-hour. For the rest of the class, the discussion leaders are responsible for delivering a presentation on the assigned readings, including the major concepts that were introduced, and developing questions for the class to consider. The two discussion leaders will be responsible for leading the discussion portion of the class. Though not necessary, it is highly recommended that the discussion leaders collaborate to divide the assigned content between themselves. The discussion leaders will have access to the professors' slides one week before their presentation.

Each discussion leader will write a 3-page paper that is due one week after their leadership session. This will provide a summary of the readings and the archival source that was considered in class, as well as a reflection of their discussion and leadership and the comments that were shared by their peers. The 20% allocated for the Discussion Leadership grade will be split with 10% for the in-class leadership and 10% for the written reflection.

### **UNESCO Memory of the World Research Portfolio** – 25% (February 11)

Memory of the World is a commemorative designation that is overseen by UNESCO – the United Nations Educational, Scientific, and Cultural Office. The designation recognizes archival collections that are either nationally or internationally significant.

Prior to this assignment, students are encouraged to read the following article that provides context for the history and workings of the Memory of the World Program, including controversies that are associated with it:

Ian Wilson, “The UNESCO Memory of the World Program: Promise Postponed.”  
*Archivaria* 87 (2019): 106-136

Students will be provided a list of 15 archival collections that have been commemorated through the UNESCO Memory of the World Program as being internationally significant. All of these will relate to Indigenous peoples, to various extents.

Before choosing from the list of 15 archival collections, students may wish to review the following book for information about each (or for identifying other collections of your choosing):

UNESCO, *Memory of the World: The Treasures that Record Our History from 1700 BCE to the Present Day*. UNESCO Publishing, 2012

The Memory of the World Program has designated many other collections as being internationally significant since the publication of this book in 2012. Therefore, you might also wish to refer to the more up-to-date database, which [can be found here](#).

For this assignment, students will choose 3 collections – each from a different country. Students will then prepare a research portfolio that includes a three-page analysis of each of the collections that they have chosen. This should consider both **the content** as well as the **administrative history** of the collection. Your analysis should also consider the narratives that are developed through the preservation and commemoration of these archival items and

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how this impacts our understanding of Indigenous peoples, including what the recognition of these collections as being ‘internationally significant’ might mean to diverse audiences.

The research portfolio should include an introductory summary that is 1-2 pages long which briefly explains the three collections, why these were chosen, and the similarities or differences regarding the narratives of Indigenous peoples presented through the collections.

The assignment will be 12-pages double spaced. It will be in 12-point, Times New Roman font. Students must integrate at least 6 peer reviewed secondary sources into their research portfolio. The article written by Ian Wilson can be used, but this will not count towards the 6 peer reviewed secondary sources.

### **Jan Eisenhardt Archival Analysis – 25% (March 25)**

Jan Eisenhardt (1906- 2004) was the Supervisor of Physical Education and Recreation for the Indian Affairs Branch of the Government of Canada from February 1950- December 1951. In this role, he was responsible for developing a physical education curriculum for Indian Residential Schools. In 2017, Lisa Eisenhardt-Spillane donated her father’s records to Western University. One series of records is called “Residential Schools” and is fully accessible to the public.

Western Archives states that this includes “correspondence, clippings, newsletters, posters, photographs, and a series of photo journals of Eisenhardt’s ‘tours of inspection’ of residential schools throughout Canada.”

The Final Report of the Truth and Reconciliation Commission of Canada (2015) had 94 Calls to Action that addressed the fractured relationship between Indigenous peoples and the Canadian public. Call to Action 77 states:

*“We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation.”*

For this assignment, students will review the Residential School records from the Jan Eisenhardt archival collection. Students must book their own appointment with the Western Archives (located at Weldon Library) to consult these records in person.

Students will write an 8-page analysis of the archival records. This includes the proper citation of primary sources in Chicago Style. Students’ analysis will consider the content of individual documents and will discuss what can be learned about the residential school system by accessing these records. Students should consider if the experiences of individual students are referenced, and, if so, if this information should remain publicly accessible. This assignment does not require secondary source research, but, if students wish to integrate secondary source material, then they may do so.

This assignment will be double spaced and 12-point, Times New Roman font.

### **Final Reflection – 15% (April 8)**

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The assigned readings for Week One by Joan Schwartz, Terry Cook, and Laura Millar are foundational for this course. These readings consider the basic tenants of what an archive represents from a western perspective. The readings also consider how archives have been used to uphold and maintain power imbalances.

The readings from other weeks throughout the semester can either be perceived as supporting or challenging these foundational perspectives.

For the final assignment, students will write a 5-page reflection summarizing what they have learned from this course. The reflection must begin with a summary of the readings by Schwartz, Cook, and Millar. From there, students must integrate at least three other readings (from three separate weeks) that stand out to them. **These readings cannot be from the week in which you were the discussion leader.**

The focus of this final reflection is entirely based on the discretion of individual students, but I want to understand what you have learned from the course. A strong final paper will consider key themes or concepts that have been discussed and will integrate specific examples from the archival collections that we discussed during the course.

The assignment will be double spaced and 12-point, Times New Roman font.

**Absences and Late Assignments:** Students must attend at least eleven lectures to pass this course, regardless of the grades for your other assignments. You must complete all course assignments to pass. A three-day extension is permitted for Memory of the World Portfolio and the Jan Eisenhardt Archival Analysis. After these extensions, there will be a 2% late penalty for every day that the assignments have not been handed in, with a maximum deduction of 20%. All the assignments have a firm deadline of April 8 at 11:59pm.

**Course Materials:** Course materials will be available through OWL or the university library. No additional purchases are necessary.

### Course Schedule and Readings

Date	Weekly Theme	Assigned Reading
January 7	What is an Archive?	<p><b>Archival Collection:</b>  <a href="#">Western University Archives and Special Collections Finding Aids</a></p> <p>Joan M. Schwartz and Terry Cook, "Archives, Records, and Power: the Making of Modern Memory," <i>Archival Science</i> 2 (1) (2002): 1-19</p> <p>Laura Millar, "What Are Archives?" in <i>Archives: Principles and Practices</i>. Facet Publishing, 2017: 3-22</p>

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January 14	Field Trip	<p><b>Archival Collection:</b>  <a href="#">Western University Archives and Special Collections Finding Aids</a></p> <p>One Hour Lecture followed by Field Trip to Western University Archives and Special Collections</p>
January 21	Indigenous Peoples in ‘Non-Indigenous’ Archives	<p><b>Primary Source:</b> <a href="#">The Hudson’s Bay Company Archives, Archives of Manitoba</a></p> <p><b>Secondary Source</b> Deidre Simmons, “Expanding Horizons Require Detailed Record-Keeping, 1830-1860,” in <i>Keepers of the Record: the History of the Hudson’s Bay Company Archives</i>. McGill-Queen’s University Press, 2007: 115-142</p> <p><b>Secondary Source:</b> Adele Perry, “Empire, Family, Archive” in <i>Colonial Relations: the Douglas-Connolly Family and the Nineteenth-Century Imperial World</i>. Cambridge University Press, 2015: 1-19</p>
January 28	The Department of Indian Affairs	<p><b>Primary Source:</b> <a href="#">RG 10 – Records of the Department of the Indian Affairs, Library and Archives Canada</a></p> <p><b>Secondary Source:</b> Greg Bak and Kenton Storey, “A Nation is Ill Served by a History which is Not Genuine:’ The Past, Present, and Future of the Records of the Department of Indian Affairs,” <i>Journal of the Canadian Historical Association</i> 34 (1) (2024): 41-73</p>

		<p><b>Secondary Source:</b> Benjamin Farmer Lacombe and Jackson Pind, “Digitally Mapping the Indian Day Schools and the RG10 School Files Series in Canada,” <i>Historical Studies in Education</i> 35 (2): 55-68</p>
February 4	Archives and Indigenous Identity	<p><b>Primary Source:</b> <a href="#">The Indian Register, Indigenous Services Canada</a></p> <p><b>Primary Source:</b> <a href="#">Who is the real Buffy Sainte-Marie?, CBC News, October 27, 2023</a></p> <p><b>Secondary Source:</b> Darryl Leroux, “Self-Indigenization in the Twenty-First Century,” in <i>Distorted Descent: White Claims to Indigenous Identity</i>. University of Manitoba Press, 2019: 1-37</p> <p><b>Secondary Source:</b> Pamela Palmater, “Legislated Identity: Control, Division, and Assimilation,” in <i>Beyond Blood: Rethinking Indigenous Identity</i>. Purich Publishing Ltd, 2011: 28-54</p>
February 11	Residential School Records	<p><b>Archival Collection:</b> <a href="#">Independent Assessment Process (IAP) Narrative Archives</a></p> <p><b>Primary Source:</b> The Steering Committee on Canada’s Archives, <i>Reconciliation Framework: The Response to the Report of the Truth and Reconciliation Commission Taskforce</i> (2021)</p> <p><b>Secondary Source:</b> Krista McCracken, “Decolonizing Canadian Archival Practice</p>

		Through a Public History Lens,” <i>International Public History</i> 7 (1) (2024): 17-26
February 18	Reading Week	No Readings
February 25	Intersectionality in the Archives	<p><b>Primary Source:</b> <a href="#">Two-Spirit Archives, University of Winnipeg</a> and <a href="#">The ArQuives</a></p> <p>Elsbeth H. Brown, “Archival Activism, Symbolic Annihilation, and the LGBTQ+ Community Archive,” <i>Archivaria</i> 89 (1) (2020): 6-32</p> <p>Chris Roulston, “Interpreting the Thin Archive: Anne Lister, Eliza Rainse, and Telling School Tales,” <i>Eighteenth-Century Studies</i> 55 (2) (2022): 191-213</p>
March 4	Access to Information and the Sixties Scoop Archive	<p><b>Primary Source:</b> Children’s Aid Records of Cody Groat (Children’s Aid Society of Oxford County) and William Groat (Children’s Aid Society of London Middlesex)</p> <p><b>Secondary Source:</b> Anne-Marie Gingras, “Access to Information: An Asset for Democracy or Ammunition for Political Conflict, or both?” <i>Canadian Public Administration</i> 55 (2) (2012): 221-246</p> <p><b>Secondary Source:</b> Daniella Bendo, Taryn Hepburn, Dale C. Spencer and Ravin Sinclair, “Advertising ‘Happy’ Children: the Settler Family, Happiness, and the Indigenous Child Removal System,” <i>Children and</i></p>

		<p><i>Society</i> 33 (5) (2019): 399-413</p> <p><b>Secondary Source:</b> Ry Moran, “Indigenous People Should Decide on Matters of Access to Archival Information,” <i>International Journal of Circumpolar Health</i> 75 (1) (2016): 1-2</p>
March 11	Digital Born Indigenous Archives	<p><b>Primary Source:</b> Indigenous Social Media Channels, Platforms, and Creators of Your Choosing</p> <p><b>Secondary Source:</b> Elisabeth Fondren and Meghan Menard McCune, “Archiving and Preserving Social Media at the Library of Congress: Institutional and Cultural Challenges to Build a Twitter Archive,” <i>Preservation, Digital Technology and Culture</i> 47 (2) (2018): 33-44</p> <p><b>Secondary Source:</b> Taima Moeke-Pickering, Julia Rowat, Sheila Cote-Meek and Ann Pegoraro, “Indigenous Social Media Activism Using Twitter: Amplifying Voices Using #MMIWG,” in <i>Indigenous Peoples Rise Up: the Global Ascendancy of Social Media Activism</i> ed by Bronwyn Carlson and Jeff Berglund. Rutgers University Press, 2021: 112-124</p>
March 18	Indigenous Forms of Documentation	<p><b>Primary Source:</b> <a href="#">Wampum: Beads of Diplomacy Exhibition, McCord Stewart Museum</a></p> <p><b>Secondary Source:</b> Jonathan Lainey, “Wampum in Quebec from the 19<sup>th</sup> Century to the Present Day:</p>

		<p>Appropriation, Loss, Identification,” <i>Gradhiva</i> 33 (2022): 98-117</p> <p><b>Secondary Source:</b> Jon Parmenter, “The Meaning of Kaswentha and the Two Row Wampum Belt in Haudenosaunee (Iroquois) History: Can Indigenous Oral Tradition be Reconciled with the Documentary Record?” <i>Journal of Early American History</i> 3 (1) (2013): 82-109</p>
March 25	Appraising and Commemorating Archives	<p><b>Archival Collection:</b> <a href="#">The International UNESCO Memory of the World Register</a></p> <p><b>Primary Source:</b> Cody Groat, <i>Guardians of Our Knowledge: Indigenous Documentary Heritage and the UNESCO Memory of the World Programme</i>, Canadian Commission for UNESCO (2024)</p> <p><b>Secondary Source:</b> Shannon Hodge, Sarah Nantel, and Chris Trainor, “Remnants of Jenkinson: Observations on Settler Archival Theory in Canadian Archival Appraisal Discourse,” <i>Archives and Records</i> 43 (2) (2022): 147-160</p>
April 1	International Examples	<p><b>Primary Source:</b> <a href="#">Australian Institute of Aboriginal and Torres Strait Islander Archival Collections</a></p> <p><b>Secondary Source:</b> Jane Lydon, “Indigenous Uses of Photographic Digital Heritage in Postcolonizing Australia,” <i>Photography &amp;</i></p>

		<p><i>Culture</i> 14 (3) (2021): 269-296</p> <p><b>Secondary Source:</b> Srishti Guhu, “Becoming Visible: Aboriginal Domestic Servants in Digitised Photographic Archives from Queensland and New South Wales,” <i>Labour History (Canberra)</i> 2025 (129): 145-168</p>
April 8	What is an Archive?	<p><b>Secondary Source:</b> Joan M. Schwartz and Terry Cook, “Archives, Records, and Power: the Making of Modern Memory,” <i>Archival Science</i> 2 (1) (2002): 1-19</p> <p><b>Secondary Source:</b> Laura Millar, “What Are Archives?” in <i>Archives: Principles and Practices</i>. Facet Publishing, 2017: 3-22</p>

### Additional Statements

**Communication policies:** The best way to communicate with me is by emailing [cgroat@uwo.ca](mailto:cgroat@uwo.ca). I will respond within 48 hours on weekdays but might take longer on weekends.

If students have questions about the assignments or course content, they are encouraged to attend my office hours.

**Use of Generative Artificial Intelligence (AI):** You may use generative AI tools, such as ChatGPT, in this course for activities such as grammatical copyediting but not for generating ideas or writing. All writing submitted in this course must be your own. Any other use is considered a form of academic misconduct, which can result in further penalties from the university, and will result in a failed assignment. All assignments must include an AI statement disclosing how and if you used AI in your assignment, including any prompts that you used. This statement does not count towards the page count for your assignment.

When considering if you should use AI, please acknowledge the significant environmental impact that this has and the ways that it contributes to ongoing environmental destruction.

**Additional Western Policies:** Please review the Department of History’s shared policies and statements for all undergraduate courses at:

[https://history.uwo.ca/undergraduate/program\\_module\\_information/policies.html](https://history.uwo.ca/undergraduate/program_module_information/policies.html) for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.

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