University of Winnipeg
Fall 2017
HIST-10XX (3): Indigenous History to 1900: Origins, Contact, Colonialism

Days/Time: TBA
Building/Room: TBA

Instructor: Dr. Ryan Eyford
Email: through Nexus, or r.eyford@uwinnipeg.ca
Office: Ashdown Hall, 3A25
Phone: 204.786.9010
Office Hours: TBA

Course Description

This course introduces students to the history of the Indigenous peoples of North America from the pre-contact period to the end of the nineteenth century. Major themes include the origins of Indigenous people, the diversity of Indigenous societies, contact experiences, and the impacts of Christian missions, colonial warfare, treaties, and assimilationist policies. The course also addresses some of the traditional limitations of the discipline of history for interpreting the Indigenous past, and discusses the sources and methodologies that Indigenous and non-Indigenous historians have adopted in order to rethink Eurocentric interpretations.

The classes consist of lectures, films, and discussion groups.

Course Objectives

This course is designed to introduce students to the study of Indigenous history. Particular emphasis is placed on engaging with Indigenous historical sources and the work of Indigenous historians. The assignments are intended to help students develop skills that are essential to the study of history, skills which also have wide-ranging applications across a variety of academic disciplines, including:

- *Research*: locating high-quality research resources in the library and online
- *Critical Thinking*: analyzing primary and secondary sources
- *Writing*: composing effectively organized, well-documented essays
- *Communication*: participating in class discussions

Required Texts

Calloway, Colin G., ed. *The World Turned Upside Down: Indian Voices from Early America*. 2nd ed. Boston and New York: Bedford St. Martin's, 2016.

Calloway, Colin G., ed. *Our Hearts Fell to the Ground: Plains Indian Views of How the West Was Lost*. Boston and New York: Bedford St. Martin's, 1996.

Carter, Sarah. *Aboriginal People and Colonizers of Western Canada to 1900*. Toronto: University of Toronto Press, 1999.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 8th edition. Boston and New York: Bedford/St. Martin's, 2015.

Additional readings will be assigned throughout the course. These will be made available on Nexus.

Evaluation

Assignment	Length	Date Due	Value
Library Research Exercise	N/A	TBA	**10%**
Midterm (Take Home Exam)	5 pages (1,200 words)	TBA	**20%**
Primary Source Essay	8 pages (2,000 words)	TBA	**20%**
Discussion Reading Journal	250 words x 4	Ongoing	**10%**
Class Participation	N/A	Ongoing	**10%**
Final Exam	3 hrs.	TBA	**30%**

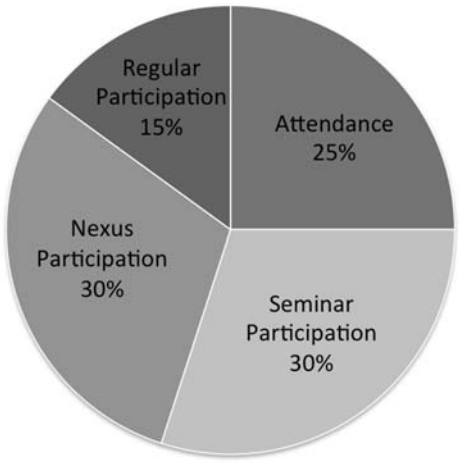
More information on each of these assignments will be distributed in class and posted on Nexus.

Class Participation (10%)

The Class Participation grade is based on tracked attendance (sign-in sheet distributed at each class), contributions made during regular classes (asking and responding to questions), participation in special seminar classes (discussions of assigned readings), and online responses to discussion questions posted on Nexus (questions related to assigned readings). The pie chart below indicates the weight given to each of these components. In evaluating class participation both the quantity of your contributions (the number of times you speak in class) and their quality (do your comments indicate that you have done the assigned readings and thought carefully about them?) are taken

into account. Everyone is expected to contribute to class discussions in a thoughtful and respectful way.

Class Participation Mark breakdown (10% of Final Grade)



More information on the evaluation of Class Participation will be distributed in class and posted on Nexus.

Grade Allocation

A+	90-100	C+	65-69
A	85-89	C	60-64
A-	80-84	D	50-59
B+	75-79	F	0-49
B	70-74		

Late assignments will be penalized 3% per day, and will only be accepted for up to ten days after the due date. Extensions will only be granted under special circumstances, such as documented personal, medical, or family emergencies and if notification is provided in advance of the due date.

Evaluation will be provided before the final date for voluntary withdrawal (VW) without academic penalty **TBA**.

Appeals, Withdrawals, and Academic Misconduct

Students should acquaint themselves with the University of Winnipeg's regulations and policies on appeals, withdrawals, and academic misconduct. These can be found in the 'Regulations and Policies' section of the university calendar, which can be found online at: http://www.uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf

Plagiarism is a serious academic offence subject to severe penalties. It involves passing off the published or unpublished work of others as one's own. All sources of information, including those from Internet, must be properly documented using footnotes or endnotes. Penalties for plagiarism and other forms of academic misconduct can include a failing grade on the assignment, a failing grade in the course, and suspension from the university for a defined period of time.

See also "Plagiarism: What it is and How to Avoid It," chapter 6 in Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (pp. 103-110).

Important Dates - TBA

House Rules and Other Important Information

1. Please make every effort to arrive on time for class. If you must come late or leave early for some legitimate reason (i.e. a medical appointment), please inform me beforehand, and try to enter and exit as unobtrusively as possible.

2. Laptops and tablets may be used to take notes in class. However, cell phones, smartphones and all other electronic devices should be turned off.

3. Audio or video recording of lectures in this course is not permitted.

4. **Email correspondence with me will only be conducted through Nexus email system or your University of Winnipeg email address.**

5. **Regularly back-up your term work in electronic and/or hard copy**.

6. Retain all graded work until you have received your official final mark from the University of Winnipeg.

7. Books, notes, computers or other electronic devices are not permitted at exams.

8. Identification may be requested prior to writing the final exam.

9. All students, faculty and staff have the right to participate, learn, and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect

10. If students are going to conduct research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, they must obtain the approval of the appropriate ethics committee before commencing data collection. Exceptions are research activities in class as a

learning exercise. See http://www.uwinnipeg.ca/research/human-ethics.html for submission requirements and deadlines.

11. Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or accessibilityservices@uwinnipeg.ca to discuss appropriate options. All information about a student's disability or medical condition remains confidential. http://www.uwinnipeg.ca/accessibility.

12. Students facing a charge of academic or non-academic misconduct may choose to contact the University of Winnipeg Students' Association (UWSA) where a student advocate will be available to answer any questions about the process, help with building a case, and ensuring students have access to support. For more information or to schedule an appointment, visit www.theuwsa.ca/academic-advocacy or call 204-786-9780.

13. Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make up work examinations without penalty. A list of religious holidays can be found at http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf

14. The University of Winnipeg asks that you please be respectful of the needs of classmates and instructors/professors by avoiding the use of unnecessary scented products while attending lectures. Exposure to scented products can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities. Please consider using unscented necessary products and avoiding unnecessary products that are scented (e.g. perfume).

Class Schedule and Readings

Please note that all topics listed in this preliminary schedule may not be covered due to time constraints.

Week 1: **Course Introduction/Navigating Terminology**
Readings: Carter, Introduction (pp. 3-14); Rampolla, chapters 1 and 2

Week 2: **History and Indigenous History: Kahgegagahbowh (George Copway), Historian**
Discussion Reading 1: Winona Wheeler, "Cree Intellectual Traditions in History," in Alvin Finkel, Sarah Carter, and Peter Fortna, eds., The West and Beyond: New Perspectives on an Imagined Region (Edmonton: Athabasca University Press, 2010), 49-61.

Week 3: **The Question of Origins: The Dene and the Dine**
Readings: Carter, chapter 1

Week 4: **Ancient America – Indigenous Societies to 1500: Mississippian Cultures**
**** Library Research Exercise Due in Class ****

Week 5: **Contact and Invasion: Hernando de Soto and the Southeast**
Readings: *The World Turned Upside Down*, Introduction and chapter 1; Carter, chapter 2

Week 6: **Colonial Myths and Realities: Pocahontas and Captain John Smith**
Discussion Reading 2: Frederic W. Gleach, "Controlled Speculation and Constructed Myths: The Saga of Pocahontas and Captain John Smith," in Jennifer S.H. Brown and Elizabeth Vibert, eds., *Reading Beyond Words: Contexts for Native History*, 2nd edition (Toronto: University of Toronto Press, 2009), 39-74.

Week 7: **The Fur Trade and Christian Missions: Kateri Tekawitha, Mohawk Saint**
Readings: *The World Turned Upside Down*, chapter 2; Carter, chapters 3; Rampolla, chapter 3
**** Midterm Exam (Take Home) Due in Class ****

Week 8: **Imperial War and Indigenous Resistance**: **Shawnee Prophet and Tecumseh**
Readings: *The World Turned Upside Down*, chapters 3, 4 and 5; Rampolla, chapter 4

Week 9: **Civilization and Indian Removal: The Cherokee and the Trail of Tears**
Readings: Rampolla, chapter 5
Discussion Reading 3: Theda Purdue, "Cherokee Women and the Trail of Tears," in Rebecca Kugel and Lucy Eldersveld Murphy, eds., *Native Women's History in Eastern North America before 1900: A Guide to Research and Writing* (Lincoln, NE: University of Nebraska Press, 2007), 277-302.

Week 10: **Upheavals in the West: The Lakota Challenge to U.S. Expansion**
***Readings*:** *Our Hearts Fell to the Ground*, Introduction and chapters 2, 9, 10, 13; Rampolla, chapter 6

Week 11: **Treaties and Reserves/Reservations: The Plains Cree and Canada**
Readings: Carter, chapters 6, 7, and 8, Rampolla, chapter 7
Discussion Reading 4: Robert Alexander Innes, "Multicultural Bands on the Northern Plains and the Notion of "Tribal Histories," in Robin Jarvis Brownlie and Valerie J. Korinek, eds., *Finding a Way to the Heart: Feminist Writings on Aboriginal and Women's History in Canada* (Winnipeg: University of Manitoba Press, 2012), 122-145.

Week 12: **Boarding/Residential Schools: Carlisle and Qu'Appelle**
Readings: *Our Hearts Fell to the Ground*, chapter 12
**** Primary Source Essay Due in Class ****

Final Exam - TBA