

HIS3109 – SELECTED TOPICS IN NATIVE HISTORY
THE SIX NATIONS: A HISTORY OF THE HAUDENOSAUNEE CONFEDERACY
WINTER 2015

Course Director: Professor Daniel Rück (Rueck)
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Office Hours: Tue 14h-16h or by appointment.
Office Location: Desmarais 9152

Prerequisite: 12 HIS credits including 6 credits at the 2000-level.
Class Location: Tabaret Hall 0019
Class times: Tue 11h30-1250h | Fri 13h-14h20

COURSE DESCRIPTION

Haudenosaunee (Iroquois) nations inhabited and dominated large parts of Northeastern North America long before European arrival, thrived as allies and enemies of some of the world's most powerful empires, and continue to live throughout the region today. Their innovative political confederation is thought to be the oldest continuously operating democracy in the Americas, and influenced the framers of the United States constitution. This course begins with Haudenosaunee founding narratives and early history, continues through the complex relations with Dutch, French and British empires, and concludes with in-depth discussions of nineteenth and twentieth-century realities in the context of Canadian and US nation states. The year 2015 marks the 25th anniversary of the Oka Crisis, which was one of many recent events that demonstrates Indigenous resurgence as well as the continuity of Canadian colonial relations. Drawing on an international literature on Indigenous communities and settler colonialism, this course places Haudenosaunee history in a global context. It includes the histories of communities on both sides of the Canada-U.S. border, and covers diverse themes including warfare, migration, race, sexuality, art, language, spirituality, environment, and law. As a way of reflecting the diversity of Haudenosaunee peoples and the complexity of their history, the course incorporates guest speakers, site visits, films, and readings.

EMAIL COMMUNICATION

It is very important that you regularly check your University of Ottawa email account for course-related announcements. If you have simple questions feel free to email me, but for anything requiring more than a one-sentence response, please visit me during office hours. Before asking me a question by email, please check the syllabus to see if it contains the answer. I do not answer emails on weekends.

PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism is considered academic fraud, and will be sanctioned in accordance with related University of Ottawa regulations: <http://www.uottawa.ca/academic-regulations/academic-fraud.html>. In order to avoid academic fraud, please read the Student Guide on academic integrity: <http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

EVALUATION

10% Participation: Participating means arriving on time and, if readings are due, having carefully read the assigned texts in advance. During class periods set aside for discussion, you are expected to engage with your classmates and professor in discussing the readings. Attempting to participate in the discussion without having done the readings will not result in elevated participation grades. If you are anxious about speaking up in this context or if you have another reason for not engaging in this way, please let me know as soon as possible so that we can find solutions. Those students who enjoy speaking and debating also have a responsibility to allow space for quieter students to be heard.

10% Reading Journal (5% Feb 27 and 5% Apr 10): In addition to completing the required readings, students must maintain a reading journal that includes notes and personal reflections on the assigned texts/films. The journal is not expected to be a perfectly edited, cohesive text, and citations are not required. It is an informal record of what you found to be most interesting and most important in the readings, and what you thought about them. Reading journals will be graded as either satisfactory or unsatisfactory. A satisfactory entry is one that suggests comprehension of, and personal engagement with, the text. Journals covering the reading assignments until (and including) Feb. 27 must be submitted at the beginning of class on that day and journals for the rest of the readings are due at the beginning of the Apr. 10 class.

Format: Journals entries should be hand-written in a bound notebook clearly labelled on the outside with your name and course number. Entries should be in chronological order, and each one should begin by clearly stating date of readings discussion and the author/title of reading. In the case of multiple readings/chapters, you should have a separate entry for each one.

20% Foundations Test (Feb 3): Students will be tested on dates and terms that are foundational for learning about the history of Iroquoia. The test will also include a map without labels for which students will be asked to correctly place names, bodies of water, regions, national territories, and location of events. Study materials will be provided in advance.

35% Research Project (10% for class presentation; 25% for submitted map and essay due Apr 14 at 5pm): For this research project students are required to produce a map and a 700-word essay on an event, person, or community chosen from a provided list. Maps may be drawn by hand or using digital tools (mapmaking info-session is included in the course schedule). Maps should show careful attention to scale, colour, symbolism, exclusions, and inclusions. The final map should be submitted in digital form according to the specifications given. Essays should be clearly written and thoroughly researched using at least five scholarly and/or primary sources. Class presentations of maps are worth 10% of the final grade and the final submitted work is worth 25%. The best maps/essays will be posted on a site dedicated to Haudenosaunee historical maps (with students' permission) and may be considered a web-publication. Further details on this project will be provided. The final exam will cover material from student presentations.

25% Final Exam: The exam will be scheduled during the exam period. It consists of essay questions related to course lectures, student presentations guest speakers, class trips, films, and readings.

ASSIGNMENT SUBMISSION

Reading journals must be submitted at the beginning of class on the date due. They will be considered late if it is submitted after the class has begun. I will not accept email submissions. The research project must be submitted electronically by 5pm on the due date.

LATE ASSIGNMENTS

No extensions will be granted in advance. A penalty of 2% per working day will be deducted from late assignments. This penalty may be waived in the event of unforeseen emergencies such as illness (please note that a heavy work load for other classes or paid employment does not qualify as an unforeseen emergency). If your assignment is late and you believe you should not be penalized, please attach a note of explanation along with any supporting documentation you think appropriate. The late penalty will be waived, in part or in whole, as seems justified. You may submit your late reading journal at the beginning of a subsequent class or by slipping it under my office door.

DISPUTED GRADES

If you believe your mark for a particular assignment is incorrect you may resubmit the graded copy along with a written explanation for why you believe you should receive a different grade. The newly-assessed grade will replace the original grade. The new grade may be higher, lower, or unchanged.

RESOURCES FOR STUDENTS

Mentoring Centre - <http://www.arts.uottawa.ca/eng/mentoring/>

The goal of the Mentoring Centre is to help students with their academic and social well-being. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

Academic Writing Help Centre - <http://www.sass.uottawa.ca/writing/>

The AWHC is committed to helping students develop writing strategies and skills that will enable them to identify and correct their mistakes and help them to become better writers. It offers individual writing appointments, in-class presentations and workshops, and online writing resources.

Students are encouraged to read the History Essay Guide at the following address:

http://www.history.uottawa.ca/pdf/history_essay_guide.pdf.

Counselling Service- <http://www.sass.uottawa.ca/personal/>

The Counselling Service offers personal counselling, career counselling and study skills counselling.

Access Service - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

COURSE BOOKS AND READINGS

The following books are recommended for purchase. They are available at the Agora Bookstore (145 Besserer Street at Dalhousie – across from the Les Suites Hotel). All other readings are provided on Blackboard or can be found in a digital format in the library.

Monture, Rick. *We Share Our Matters: Two Centuries of Writing and Resistance at Six Nations of the Grand River*. Winnipeg: University of Manitoba Press, 2015.

Simpson, Audra. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham, NC: Duke University Press, 2014.

COURSE OUTLINE

WEEK 1 – INTRODUCTIONS

- 1. Tue Jan 13 Introduction**
- 2. Fri Jan 16 Lecture and discussion of reading**

Required Readings I – The Peacemaker and the Great Law

Parker, Arthur C. "The Constitution of the Five Nations." *New York State Museum Bulletin* 184, (1916). (selection)

WEEK 2 – ANCIENT IROQUOIA TO THE 17TH CENTURY

- 3. Tue Jan 20 Lecture**
- 4. Fri Jan 23 Discussion of reading**

Required Readings II – van den Bogaert

van den Bogaert, Harmen Meyndertsz. *A Journey into Mohawk and Oneida Country, 1634-1635: The Journal of Harmen Meyndertsz van den Bogaert*. Translated by Charles T. Gehring and William A. Starna. Edited by Charles T. Gehring and William A. Starna. Syracuse, New York: Syracuse University Press, 2013.

WEEK 3 – HISTORIES OF HAUDENOSAUNEE NATIONS

- 5. Tue Jan 27 Lecture and discussion of reading**

Required Readings III – in preparation for Museum Visit

Nicks, Trudy. "'Preserving Memory of the Red Men for Posterity': The Mohawk Family Group Diorama at the Royal Ontario Museum." In *On the Trails of the Iroquois*, 50-53. Berlin: Nicolai, 2013.

Nicks, Trudy. "Dr. Oronhyatekha's History Lessons: Reading Museum Collections as Texts." In *Reading Beyond Words: Contexts for Native history*, edited by Jennifer S.H. Brown and Elizabeth Vilbert, 483-508. Peterborough, Ontario: Broadview Press, 1996.

- 6. Fri Jan 30 Museum Visit – Canadian Museum of History**

WEEK 4 – IROQUOIA 1700-1760

7. Tue Feb 3 Foundations Test and info-session on mapmaking and research
FOUNDATIONS TEST

8. Fri Feb 6 Discussion of Readings

Required Readings IV – Women and Gender

Noel, Jan. "'Fertile with Fine Talk': Ungoverned Tongues among Haudenosaunee Women and Their Neighbors." *Ethnohistory* 57, no. 2 (2010): 201-223.

Bilharz, Joy. "First Among Equals? The changing status of Seneca women." In *Women and Power in Native North America*, edited by Laura F. Klein and Lillian A. Ackerman, 101-112. Norman & London: University of Oklahoma Press, 1995.

Magee, Kathryn "'They are the Life of the Nation': Women and war in traditional Nadouek society." *Canadian Journal of Native Studies* 28, no. 1 (2008): 119-138.

WEEK 5 – IROQUOIA 1760-1815

9. Tue Feb 10 Lecture

10. Fri Feb 13 Discussion of Readings

Required Readings V – Agriculture

Parker, Arthur C. "Iroquois Uses of Maize and Other Food Plants." *New York State Museum Bulletin* 144, (1910). (extract)

Ricciardelli, Alex F. "The Adoption of White Agriculture by the Oneida Indians." *Ethnohistory* 10, no. 4 (1963): 309-328.

Mt. Pleasant, Jane. "The Paradox of Plows and Productivity: An Agronomic Comparison of Cereal Grain Production under Iroquois Hoe Culture and European Plow Culture in the Seventeenth and Eighteenth Centuries." *Agricultural History* 85, no. 4 (2011): 460-492.

Reading Week

WEEK 6 – IROQUOIA 1815-1900

11. Tue Feb 24 Lecture

12. Fri Feb 27 Discussion of Readings

READING JOURNAL DUE

Required Readings VI – Six Nations of the Grand River

Monture, Rick. *We Share Our Matters: Two Centuries of Writing and Resistance at Six Nations of the Grand River*. Winnipeg: University of Manitoba Press, 2015. (Preface, Introduction and Chapter 1, 2)

WEEK 7 – IROQUOIA IN THE 20TH AND 21ST CENTURIES

13. Tue Mar 3 Lecture and discussion of readings

Required Readings VII – Six Nations of the Grand River

Monture, Rick. *We Share Our Matters: Two Centuries of Writing and Resistance at Six Nations of the Grand River*. Winnipeg: University of Manitoba Press, 2015. (Chapters 3, 4, 5 and Conclusion)

14. Fri Mar 6 **Guest Speaker: Curtis Lazore**, Environmental Assessment Officer, Tehotienawa:kon - Environmental Program, Mohawk Council of Akwesasne. In-class film screening: "These Are My People..." (NFB 1969)

WEEK 8 – KAHNAWAKE

15. Tue Mar 10 Discussion of Readings with Guest Speaker Waneek Miller

Required Readings VIII – Membership and Citizenship in Kahnawake

Simpson, Audra. *Mohawk Interruptus: Political Life Across the Borders of Settler States*.

Durham, NC: Duke University Press, 2014. (Chapters 1 & 6)

Dickson-Gilmore, E. Jane. "'More Mohawk Than My Blood': Citizenship, membership and the struggle over identity in Kahnawake." *Canadian Issues* 21, (1999): 44-62.

16. Fri Mar 13 **No class due to trip the next day**

SATURDAY MAR 14 CLASS TRIP TO KAHNAWAKE

WEEK 9 – KAHNAWAKE AND KANESATAKE

17. Tue Mar 17 **Guest Speaker: Konwennenhon Marion Delaronde**, Artistic Director at Kanien'kehá:ka Onkwawén:na Raotitíóhkwa Language and Cultural Center, Kahnawake. Presentation Title: "Homegrown Children's Kanien'keha Television Programming in Kahnawake."

18. Fri Mar 20 Discussion of film and readings

Required Readings IX

Simpson, Audra. *Mohawk Interruptus: Political Life Across the Borders of Settler States*.

Durham, NC: Duke University Press, 2014. (Chapters 2 & 3)

Gabriel, Katsi'tsakwas Ellen. "Twenty Years After Oka: Contemporary Political Issues." In *On the Trails of the Iroquois*, 238-241. Berlin: Nicolai, 2013.

Required Viewing: Kanesatake: 270 Years of Resistance (NFB 1993)

https://www.nfb.ca/film/kanehsatake_270_years_of_resistance

WEEK 10&11 – STUDENT PRESENTATIONS

19. Tue Mar 24 **Student Presentations**

20. Fri Mar 27 **Student Presentations and discussion of readings**

Required Readings X

Simpson, Audra. *Mohawk Interruptus: Political Life Across the Borders of Settler States*.

Durham, NC: Duke University Press, 2014. (Chapters 4 & 5)

21. Tue Mar 31 Student Presentations

Easter Break

WEEK 12 – KAHNAWAKE, AKWESASNE, AND GANIENKEH

22. Tue Apr 7 Lecture and Film: "They Call Us Mohawks"

23. Fri Apr 10 Discussion of Readings

READING JOURNAL DUE

Required Readings XII – Topics in the 20th Century

Simpson, Audra. *Mohawk Interruptus: Political Life Across the Borders of Settler States*.
Durham, NC: Duke University Press, 2014. (Conclusion)

Doran, Kwinn H. "Ganienkeh: Haudenosaunee Labor-Culture and Conflict Resolution."
American Indian Quarterly 26, no. 1 (2002): 1-23.

Alfred, Taiaiake. "The Akwesasne Cultural Restoration Program: A Mohawk approach to
landbased education." *Decolonization: Indigeneity, Education & Society* 3, no. 3 (2014):
134-144.

WEEK 13 – CONCLUSIONS

24. Tue Apr 14 Conclusion and Review

RESEARCH PROJECT DUE BEFORE 5PM