



Université d'Ottawa | University of Ottawa
Département d'histoire | Department of History
Faculté des arts / Faculty of Arts

HIS7338 - SEMINAR ON THE HISTORY OF COLONIALISM AND POSTCOLONIALISM
FALL 2015

INDIGENOUS PEOPLES AND THE NATION STATE: LAW, GOVERNANCE, AND MODERNITY

Course Director: Professor Daniel Rück
Email: druECK@uottawa.ca
Office Hours: Wed 13h30-15h30 or by appointment.
Office Location: DMS 9152

Class Location: DMS 9143
Class time: Mon 14h30-17h20h

COURSE DESCRIPTION

This seminar course focuses on political and legal relationships between Indigenous peoples and nation states, in North American and around the world. Readings include historical work on the nineteenth and twentieth centuries, as well as theoretical works from other disciplines. Students will take an active part in leading discussions and will write an article-length research paper using primary sources from the fonds of the Department of Indian Affairs. Each paper will explore an aspect of relationships between the Canada and Indigenous peoples.

EMAIL COMMUNICATION

It is very important that you regularly check your university email account for course-related announcements. You may email me with simple questions, but *for anything requiring more than a one-sentence response, please visit me during office hours*. Please check the syllabus to see if it contains answers before emailing me with questions.

ASSIGNMENT SUBMISSION

Written assignments must be submitted in paper format at the beginning of class on the date due. An assignment will be considered late if it is submitted after the class has begun. I will not accept email submissions.

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.

DISPUTED GRADES

If you believe your grade 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. The new grade may be higher, lower, or unchanged.

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

20% Participation

Participating means arriving on time having carefully read the assigned texts. 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 and may have the opposite effect. If you are anxious about speaking up or if you have another reason for not engaging, please let me know as soon as possible so that we can find solutions. Those students who are comfortable speaking and debating also have a responsibility to allow space for less assertive students to be heard.

Participation will be evaluated according to the following criteria:

A – Student makes frequent verbal contributions that reveal critical understanding of, and engagement with, assigned texts; builds on the insights of others and draws connections between issues and texts.

B – Student makes regular verbal contributions and sometimes draws important connections between issues and texts; often demonstrates an adequate understanding of readings and sometimes offers insights that have a positive impact on the discussion.

C – Student sometimes makes verbal contributions that show familiarity with readings, but those that are offered do not often have a positive effect on the class discussion. Comments may be of a general or repetitive nature.

D – Student rarely contributes to discussion and/or appears not to have completed the readings.

20% Presentation (due Oct 19)

Students will each give a 10-15 minute oral presentation of your planned research essay. Your presentation should include a clear statement of your proposed argument(s) as well as supporting evidence, relevant theoretical material, and primary/secondary sources. At this time students are expected to have done extensive background research so that the proposal is not overly speculative, but it is also understood that more research and analysis has yet to be done. Presentations will be followed by a few minutes to respond to questions and comments. An excellent presentation reveals substantial research and analysis has already been completed; it is well-organized, clear, and engaging.

10% Leading a Discussion

Each student will be assigned a particular reading or set of readings for which they will lead a large part of the class discussion. Discussion leaders are expected to have carefully read the material and come to class with well-considered questions that open up discussion and draw connections between readings. Excellent discussion leadership involves arriving well-prepared, offering strong discussion questions, and taking an active role to keep discussion lively and on topic.

50% Research Paper

This research project requires students to engage with primary sources in the Indian Affairs fonds at Library and Archives Canada and to draw connections with themes and texts discussed in the course. Within that framework students may choose topics based on their own interests. Essays should be argument-driven, supported by substantial primary research, and make use of appropriate secondary and theoretical literature. Please follow these parameters:

- Length: 5000-6000 words, double-spaced. Bibliography and citations are not included in the word count.
- Font: Times New Roman
- Font Size: 12
- Margin: 1 inch (2.5 cm) all around
- Citation style: Chicago
- Bibliography: Include a bibliography of sources you used for your project. Do not include sources you looked at but did not use. Rule of thumb: If your paper does not include a citation for a source it should not be in your bibliography.
- Pages should be numbered

An excellent research paper is well-written, contains few typos and grammatical errors, follows assignment instructions, has a strong argument supported by solid evidence, and makes use of appropriate sources.

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.

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

All readings required for this course are available through the library. You are encouraged to purchase any of the books that interest you, but if you do so, order them right away so that you will have your copy when you need it.

COURSE OUTLINE

INDIGENOUS LEGAL ORDERS AND EMPIRE

1. MON SEPT 14 INDIGENOUS LEGAL ORDERS AND CANADA
Borrows, John. *Canada's Indigenous Constitution*. Toronto: University of Toronto Press, 2010. (library ebook and on reserve)

2. MON SEPT 21 EMPIRES AND INDIGENOUS PEOPLES 1
Scott, James C. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven: Yale University Press, 2008. (library ebook and on reserve)
or
Scott, James C. *Zomia : ou L'art de ne pas être gouverné*. Nicolas Guilhot, Frédéric Joly, Olivier Ruchet, trans. Paris : Éditions du Seuil, 2013. (on reserve)

3. MON SEPT 28 EMPIRES AND INDIGENOUS PEOPLES 2
Selected Readings from Belmessous, Saliha, ed. *Native Claims: Indigenous law against empire, 1500-1920*. New York: Oxford University Press, 2012 (library ebook and on reserve)
 - Belmessous, Saliha. "Introduction: The Problem of Indigenous Claim Making in Colonial History," 3-18.
 - Belmessous, Saliha. "Wabanaki versus French and English claims in northeastern North America, c. 1715." 107-128.
 - Yirush, Craig. "'Chief princes and owners of all': Native American appeals to the crown in the early-modern British Atlantic," 129-151.
 - Hickford, Mark. "Framing and Reframing the Agōn: Contesting narratives and counternarratives on Māori property rights and political constitutionalism, 1840-1861." 152-181.
 - Curthoys, Ann, and Jesse Mitchell. "'Bring this paper to the good governor': Aboriginal petitioning in Britain's Australian colonies." 182-203.
 - Hilliard, Christopher. "Native Land Court: Making property in nineteenth-century New Zealand." 204-222.
 - Mann, Kristin. "African and European initiatives in the transformation of land tenure in colonial Lagos (West Africa), 1840-1920," 223-247.

SETTLER COLONIALISM AND MODERNITY

4. MON OCT 5 THE SETTLER DELUGE
Belich, James. *Replenishing the Earth: The Settler Revolution and the Rise of the Anglo-World, 1783-1939*. Oxford: Oxford University Press, 2009. (library ebook and on reserve)

MON OCT 12

THANKSGIVING – NO CLASS

5. MON OCT 19 PRESENTATIONS

MON OCT 26 READING WEEK – NO CLASS

6. MON NOV 2 SETTLER COLONIALISM

Veracini, Lorenzo. *The Settler Colonial Present*. New York: Palgrave Macmillan, 2015. (library ebook)

7. MON NOV 9 MODERNITY IN THE ARCTIC

McNicoll, Paule, Frank Tester, and Peter Kulchyski. "Arctic Absterion: The Book of Wisdom for Eskimo, modernism and Inuit assimilation." *Etudes inuit = Inuit studies* 23, no. 1/2 (1999): 199-220. (pdf available through library)

Farish, Matthew, and P. Whitney Lackenbauer. "High modernism in the Arctic: planning Frobisher Bay and Inuvik." *Journal of Historical Geography* 35, (2009): 517-544. (pdf available through library)

Freeman, Minnie Aodla. *Life among the Qallunaat*. Edmonton: Hurtig Publishers, 1978. (library ebook and on reserve)

Ad Astra Comix. "Dogs: A Webcomic History of the North"

<http://adastracomix.com/2015/03/25/introducing-dogs-a-new-ad-astra-comix-original/>

INDIGENOUS PEOPLES AND NATION-STATES

8. MON NOV 16 LAW AND LAND

Banner, Stuart. *How the Indians Lost their Land: Law and Power on the Frontier*. Cambridge, Mass.: The Belknap Press of Harvard University Press, 2005. (library ebook and on reserve)

9. MON NOV 23 NATIONAL MYTHS

Cothran, Boyd. *Remembering the Modoc War: Redemptive Violence and the Making of American Innocence*. Chapel Hill: UNC Press, 2014. (library ebook and on reserve)

10. MON NOV 30 RESERVES

Harris, R. Cole. *Making Native Space: Colonialism, resistance, and reserves in British Columbia*. Vancouver: UBC Press, 2002. (library ebook and on reserve)

11. MON DEC 7 INDIGENOUS NATIONS AND THE NATION STATE

Lawrence, Bonita. *Fractured Homeland: Federal Recognition and Algonquin Identity in Ontario*. Vancouver: UBC Press, 2012. (library ebook and on reserve)

12. WED DEC 9 TBD

Final Essay due Friday, Dec. 11 (to be submitted at my office)