

## **DRAFT SYLLABUS**

York University  
Faculty of Liberal Arts & Professional Studies  
Department of History

AP/HIST 2900 6.0

F/W 2020-21

### **Global Indigenous Histories**

#### **ONLINE COURSE**

Lectures: Available on course Moodle site <https://moodle.yorku.ca/>.  
They will be uploaded Monday morning each week.

Tutorials: Will be conducted as online discussions.

Course Director: Professor Carolyn Podruchny, Department of History  
Office: Kaneff Tower 718  
Email: [carolyn@carolynpodruchny.ca](mailto:carolyn@carolynpodruchny.ca)  
Expect responses to email within 2 days.  
Office Hours: TBA

Teaching Assistants: TBA

#### **Land Acknowledgement:**

We recognize that many Indigenous nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

**What is an Online Course?** Lectures will comprise a series of podcasts for each week. Links to the podcasts can be found on the Moodle site for the course. Tutorials will be conducted as online discussions by Teaching Assistants on the Moodle course site. The only technical requirements will be access to Moodle, access to YouTube (for the lectures), access to a web browser, and email.

#### **Course Description:**

The expansion of Europe across the globe, starting in the late 15<sup>th</sup> century and lasting until the mid 20<sup>th</sup> century, led to the creation of nation-states on the territories of Indigenous peoples. In these countries where settler colonialism displaced and disempowered Indigenous peoples, we find common histories of political, environmental, and economic conflicts. Here in Canada, disputes over Indigenous rights, resource

development, the Indian residential school system, and the inquiry on missing and murdered Indigenous women and girls has drawn public attention to Canada's colonial legacy. In 2007 the United Nations adopted a non-binding declaration about the rights of Indigenous peoples (UNDRIP) to encourage countries to work with Indigenous peoples to protect their cultural heritage, which has lent support to Indigenous resistance and sovereignty movements. Today Indigenous issues, problems, and assertions comprise one of the globe's most intractable, pained, and political conversations. Modern Indigenous groups press, both individually and collectively, for rights to land, water, resources, political sovereignty, treaty rights, government recognition, and various forms of autonomy.

The course will explore the long history of settler colonialism around the globe and its impact on Indigenous peoples, comparing diverse groups from Canadian, the United States, Latin and South America, Scandinavia, Siberia, Africa, Asia, Australia, and New Zealand. We will be privileging Indigenous ways of knowing. Central themes in the course will include Indigenous rights, lands and resource development conflicts, health, Indigenous-state relations, language and cultural revitalization, and international political activism. This course also pays close attention to the histories and experiences of local Anishinaabe, Wendat, and Haudenosaunee First Nations.

### **Course Goals:**

1. To provide a broad and inclusive understanding of global Indigenous histories from the late 15<sup>th</sup> century to the present. The course invites students to engage with Indigenous ways of knowing and finds connections with traditional academic (often colonizing) methodologies.
2. To introduce students to the craft of history and assist them in becoming apprentice historians. Students will learn about different types of primary sources, methods of analyzing them, theories in historical interpretation, and a diverse range of secondary sources. Our focus will be on **comparative histories**.
3. To help students succeed as university students in the liberal arts and become effective communicators and analyzers. Communication skills include reading, writing, listening, and speaking, and analytical skills include recalling, summarizing, synthesizing, interrogating, and assessing.
4. As an online course, students have the added goal of engaging with new eLearning technologies. Students will practice communicating and learning in the electronic formats, and develop their skills in navigating online history resources, reading and assessing websites, and participating in online discussion forums.

### **Key Books:**

The books listed below are available for purchase in the York bookstore. They are also available for purchase as Kindle books on Amazon.ca.

- Ken Coates, *A Global History of Indigenous Peoples: Struggle and Survival*, (Palgrave, 2004). ISBN 978-0-230-50907-8

- Rigoberta Menchú, *I, Rigoberta Menchú: An Indian Women in Guatemala* (London: Verso, 1984, 2004). ISBN-13: 978-1-84467-418-3
- Sheila Watt-Cloutier, *The Right to be Cold: One Woman's Story of Protecting her Culture, the Arctic and the Whole Planet* (Toronto: Penguin Canada, 2015). ISBN 978-0-14-319022-6

**Grade Breakdown:**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) For a full description of York's grading system, see <http://history.laps.yorku.ca/students/grading-system/>. The grade for the course will be based on the following percentages:

Assignment	Percentage of total grade	Due date
1. Quiz on <i>I, Rigoberta Menchú</i>	5%	October 19, 2020
2. Comparative assignment on <i>I, Rigoberta Menchú</i>	15%	November 30, 2020
3. Quiz on <i>The Right to be Cold</i>	5%	January 25, 2021
4. Comparative assignment on <i>The Right to be Cold</i>	15%	March 15, 2021
Participation in Online Tutorials	20%	weekly
Midterm Exam	20%	December Exam Period
Final Exam	20%	April Exam Period

**Assignment Descriptions:**

The assignments are described in detail below. All written assignments must be uploaded to Moodle. Save your rough notes or rough/progressive drafts of your assignments to protect yourself from intellectual property issues or computer problems. All written assignments must follow the *Chicago Manual of Style* (using footnotes and a bibliography) and contain an introduction, thesis statement, and conclusion. Internal paragraphs should each contain a point that supports the thesis statement. All paragraphs should have at least three sentences.

1. Quiz on *I, Rigoberta Menchú*, 5%, Due: October 19, 2020

This assignment requires you to answer questions about the book Rigoberta Menchú, *I, Rigoberta Menchú: An Indian Women in Guatemala* (London: Verso, 1984, 2004). The goal of the assignment is to practice drawing out the significant patterns and arguments in personal memoirs and to learn more discovering historical information from Indigenous voices.

2. Comparative assignment on *I, Rigoberta Menchú*, 15%, Due: November 30, 2020

This assignment will consist of preparing a comparative essay of a specific theme in the book Rigoberta Menchú, *I, Rigoberta Menchú: An Indian Women in Guatemala* (London: Verso, 1984, 2004), without actually writing it. The goal of the assignment is to

introduce you to the process of doing library research and to introduce you to the practice of comparative analysis. Choose one theme from the book from a list provided by the course director. The course director will provide you with one example of an academic book and an academic article on that theme, but which deal with a different Indigenous group. Next, you will find another academic book and academic article on this theme on any Indigenous group (including the Indigenous group provided in the sample citations provided by the course instructor). Next, you will produce an annotated bibliography of the sources provided by the instructor, the sources you found, and *I, Rigoberta Menchú*. Last, you will create a thesis statement for a comparative essay that you could write about your chosen theme.

3. Quiz on *The Right to be Cold*, 5%, Due: January 25, 2021

This assignment requires you to answer questions about the book Sheila Watt-Cloutier, *The Right to be Cold: One Woman's Story of Protecting her Culture, the Arctic and the Whole Planet* (Toronto: Penguin Canada, 2015). The goal of the assignment is to practice drawing out the significant patterns and arguments in personal memoirs and to learn more discovering historical information from Indigenous voices.

4. Comparative Assignment on *The Right to be Cold*, 15% Due: March 15, 2021

In this assignment, you will write a comparative essay that incorporates both Sheila Watt-Cloutier, *The Right to be Cold: One Woman's Story of Protecting her Culture, the Arctic and the Whole Planet* (Toronto: Penguin Canada, 2015) and Rigoberta Menchú, *I, Rigoberta Menchú: An Indian Women in Guatemala* (London: Verso, 1984, 2004). You will build on the work you completed in the first semester by sticking with the same theme and bibliography you already developed. You will add to the bibliography by finding an additional Indigenous group to compare, listing one academic monograph and one academic article concerning your chosen additional Indigenous group, as well as adding *The Right to be Cold*. In your essay, you will compare four Indigenous groups in total: 1. Inuit, based on *The Right to be Cold*; 2. Mayan, based on *I, Rigoberta Menchú*; 3. the Indigenous group you found sources for in Assignment 2; and 4. an additional Indigenous group. Your essay will be between 10 and 16 pages double-spaced in 12-point font (between 2500 and 4000 words).

Midterm Exam, 20%

The exam will be held during the December university exam period. It will consist of short answers and essay questions. It will cover material in the first half of the course. The exam will not be written in person, but rather will be online, to be completed within a time limit, within a range of days during the exam period. It will include sections of 1. multiple choice answers; 2. short written answers; and 3. one long essay.

Final Exam, 20%

The exam will be held during the April university exam period. It will consist of short answers and essay questions. It will cover material in the last half of the course. The exam will not be written in person, but rather will be online, to be completed within a time limit, within a range of days during the exam period. It will include sections of 1. multiple choice answers; 2. short written answers; and 3. one long essay.

### Participation in Online Discussions, 20%

The class will be divided into tutorials made up of roughly 25 students each. The instructor will email you the first week of class to let you know your group, and your Tutorial Leader or Teaching Assistant.

Each week, students will participate in the online discussions in two areas. In the first area, called “Content,” students will answer a thematic question based on the week’s lecture and readings. Each week by Monday morning, the Course Instructor will post five questions relating to that week’s topic. Students are responsible for answering only one of the five questions. Only five students will be permitted to comment on a question, and it will be a first come, first serve policy. Students’ answers must address the question and they must appear by Friday at midnight. Answers appearing after the deadline will not be graded.

In the second area, called “Activity,” students will participate in an online activity. The activity will change from week to week. In the first week of online discussions, students will introduce themselves and describe their experiences with studying Indigenous topics, as well as their experiences interacting with Indigenous peoples. Other activities will include skill-building (such as researching, reading, and writing) and thinking experiences (such as developing discussion questions).

NOTE: Students may engage with and comment on discussion forums as much as they wish, as long as comments stay on topic and are connected to the course material. However, students will only be graded on one of their comments and responses per week.

Students will receive weekly grades on their participation in both areas of Online Discussions (Content and Activity). Each weekly grade will be out of 10, 5 for each section. If students can provide basic answers demonstrating that they are familiar with the weekly reading material and lecture, they can expect a 50% grade for that class. If students can demonstrate that they have read the required readings and listened to the lecture, they can expect 60%. If students demonstrate that they understand the content of the readings and lecture, they can expect 70-80%. If students intellectually engage with the material in their comment and response, they can expect a higher grade. Unexplained absences from online discussion will count as 0%.

### **Late Policy:**

Completing and handing in assignments on-time is your responsibility. **Late assignments shall receive a 5% reduction plus an additional 5% reduction for every 24 hours they are late after the first 24 hours (in other words, 5% off the first day it is late, 10% off the second day, 15% off the third day, and so on).** Assignments will not be accepted if they are more than 7 days late. That said, unexpected issues do arise from time to time. I understand; that is why extensions may be granted occasionally, but only if you ask! The guidelines under which I may consider extensions: 1) no extension shall be granted 24 hours before an assignment is due; 2) you must formally request all

extensions by email specifying the proposed date and time by which you will submit the late assignment; 3) all extensions must be approved by me; 4) only one extension may be granted.

### **Missed Exams:**

If you know that you cannot complete an exam within the time frame it is posted on Moodle, contact the instructor and your TA as soon as possible BEFORE the exam. We will do our best to accommodate your schedule and find a different manner to administer the exam. If you contact us after a missed exam, email me directly with an explanation and I will try to accommodate you, but I can make no guarantees.

### **Academic Integrity:**

All students are expected to familiarize themselves with the following information on York's Academic Honesty Policy, (available on the Senate Committee on Curriculum & Academic Standards webpage) at <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>.

Violations of the York Senate Policy on Academic Honesty will be treated severely. Recent penalties have included failure in the course, suspension from the University, and withholding or rescinding a York degree, diploma or certificate. Cheating during in-class or take-home examinations, collaborating on written assignments, failing to use quotations marks and citations when using or paraphrasing the printed or electronically disseminated work of others, aiding or abetting academic misconduct, and violating any other part of the Policy on Academic Honesty will result in penalties.

### **Academic Integrity Tutorial:**

[http://www.yorku.ca/tutorial/academic\\_integrity/index.html](http://www.yorku.ca/tutorial/academic_integrity/index.html)

Any use of another person's work, whether in print or electronic form, without proper citation constitutes plagiarism and will lead to charges of a breach of academic honesty. If you can find the sources from which to plagiarize, your instructor can find them. The consequences of plagiarism can range from a zero on the plagiarized assignment to removal from the university and withholding of an academic degree. Students should consult either a published style guide for the correct format of Chicago style, or the website at <https://owl.english.purdue.edu/owl/resource/717/01/>. You are required to cite all sources you quote or paraphrase: books, articles, films, magazines, newspapers, reviews, etc. All internet sources must be documented. Please note that Wikipedia is not an acceptable academic source for citation, but it is often a good place to start your research.

### **Access/Disability**

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. It is the student's responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations.

Additional information is available at : <https://accessibility.students.yorku.ca/>.

### **Email Etiquette:**

I don't mind if you email me, but my email inbox is a jungle, with 50-100 new emails arriving daily, with at least 30 relevant emails that require my immediate attention. Here are a few simple rules to help me answer your emails quickly and efficiently: 1) Email me infrequently. Save up your questions. For example, if you are looking for sources for your essay and want to ask my advice, send me a single email listing all your sources, rather than an email for every source. 2) Put "1025" and the topic of the email in the subject line – this helps me to locate and sort your email. 3) Treat emails more like letters than texts, so address them to me, use complete sentences, and sign your names at the end. (This policy applies to the Teaching Assistant, as well as the Course Instructor).

### **History Department Notes:**

1. **The History Department** is located on the second floor of Vari Hall, 2140. The usual office hours during the academic term are M-F, 8:30am-4:00pm. The department's phone number for general inquiries is 416-736-5123.
2. **The History Department website:** Upcoming events, resources for undergraduate history students, faculty and staff information, and much more: <http://www.yorku.ca/uhistory/>
3. **Undergraduate Program in History:** links to information on history major career paths, degree programs (what is required for majors, minors, etc.), and degree checklists: <http://history.laps.yorku.ca/undergraduate-program/>
4. **History Advising Hours:** The History department offers advising times weekly. The hours are posted on our website 1-2 weeks in advance. The days and times change to accommodate student's different schedules. No appointment is necessary; students will be seen on a first-come, first-served basis. The Director of Undergraduate Studies is Prof. Adrian Shubert, and he can be contacted at [dushist@yorku.ca](mailto:dushist@yorku.ca).
5. **The Writing Centre:** One-to-one help with a writing instructor on any writing assignment. You will need to enroll to set up your appointment, though they also offer some drop-in sessions. The enrollment link and further information is found at <http://www.yorku.ca/laps/writ/centre/>. Bring a copy of your assignment to your appointment.
6. **York University Libraries:** Links to the main catalogue, e-resources, on-line help chat line with librarian, and many other research aids: <http://www.library.yorku.ca/web/>
7. **SPARK** [Student Papers and Academic Research Kit]: On-line tutorial that provides handy tips and tools for understanding and successfully completing university-level assignments. Go to <http://www.yorku.ca/spark/>
8. **Student Accessibility Services:** <https://accessibility.students.yorku.ca/>. Student Accessibility Services provides academic accommodation and support to students with disabilities in accordance with the Ontario Human Rights Commission's [Policy on accessible education for students with disabilities](#) and York University Senate Policy on [Academic Accommodation for Students with Disabilities](#).

9. **York Student Code of Conduct:** <http://oscr.students.yorku.ca/student-conduct>

10. **Religious Observance Accommodation:** See

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

11. **History department policy on grade reappraisals**, including link to the grade reappraisal form: <http://history.laps.yorku.ca/students/grading-system/>

12. **Important Add/Drop Deadlines:**

Last date to enroll without permission of course director	September 22, 2020
Last date to enroll WITH permission of course director	October 27, 2020
Last date to drop courses without receiving a grade	February 5, 2021
Course Withdrawal Period (Receive a “W” on transcript)	February 6-April 12, 2021

### **Course Outline:**

#### **Week 1: September 9-11, 2020, Introduction + Ethics**

Lecture: Welcome! Reviewing the syllabus, introductions, overview, and the constantly changing terminology.

#### **Week 2: September 14-18, 2020, UNDRIP**

Lecture: Defining Indigeneity and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

#### Required Reading:

Coates, “Introduction: Indigenous Peoples in the Age of Globalization” in *A Global History of Indigenous Peoples*, 1-24.

United Nations Declaration on the Rights of Indigenous Peoples,  
[http://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf)

#### **Week 3, September 21-25, 2020, Peopling the Earth: Indigenous Knowledge**

Lecture: TBA

#### Required Reading:

Coates, “Peopling the Earth: The Greatest Migration” in *A Global History of Indigenous Peoples*, 25-32.



**Week 4: September 28 - October 2, 2020, Peopling the Earth: Scientific Debates**

Lecture: TBA

Required Reading:

Coates, “Peopling the Earth: The Greatest Migration” in *A Global History of Indigenous Peoples*, 32-41.

**Week 5, October 5-9, 2020, Peoples of the Land**

Lecture: TBA

Required Reading:

Coates, “Peoples of the Land: Spiritual and Cultural Roots of Indigenous Societies” in *A Global History of Indigenous Peoples*, 42-63.

**Week 6, October 12-16, 2020      FALL READING WEEK: no class**

*Assignment 1 due October 19, 2020: Quiz on Rigoberta Menchú*

**Week 7, October 19-23, 2020, Mutual Discovery**

Lecture: TBA

Required Reading:

Coates, “Mutual Discovery: Tribal Peoples and the First Wave of Globalization” in *A Global History of Indigenous Peoples*, 64-92.

**Week 8: October 26-30, 2020, Violent Occupations**

Lecture: TBA

Required Reading:

Coates, “Resistance and Adaptation: Indigenous Reaction to Newcomer Occupations” in *A Global History of Indigenous Peoples*, 93-112.

### **Week 9, November 2-6, 2020, Property and Dispossession**

Lecture: Property and Dispossession in Colonial North America: Comparing Nahua (New Spain), Ninnimissinuok (New England), and Innu (New France)

Required Reading:

Allan Greer, Commons and Enclosure in the Colonization of North America” *The American Historical Review* 117: 2 (April 2012): 365-86. Stable URL: <http://www.jstor.org/stable/23310740>

### **Week 10, November 9-13, 2020, Resistance and Adaptation**

Lecture: TBA

Required Reading:

Coates, “Resistance and Adaptation: Indigenous Reaction to Newcomer Occupations” in *A Global History of Indigenous Peoples*, 112-119.

### **Week 11, November 16-20, 2020, Ecological Imperialism**

Lecture: TBA

Required Reading:

Coates, “Biological Changes: Ecological Imperialism and the Transformation of Tribal Worlds” in *A Global History of Indigenous Peoples*, 120-43.

### **Week 12, November 23-27, 2020, Spiritual Contests**

Lecture: TBA

Required Reading:

Coates, “Spiritual Contests: Missionaries, Christianity, and Indigenous Societies” in *A Global History of Indigenous Peoples*, 144-70.

*Assignment 2 due on November 30, 2020: Comparative Assignment on Rigoberta Menchú*

**Week 13, November 30- December 4, 2020, Review for Midterm Exam**

Lecture: Review for Midterm Exam

*Midterm Exam, Date TBA*

-----**HOLIDAY BREAK**-----

**Week 14, January 11-15, 2021, Dark Vanishings**

Lecture: Discourses on the Extinction of “Primitive Races”

Required Reading:

**Week 15, January 18-22, 2021, Administered Peoples**

Lecture: Colonial Regimes Regulating Indigenous Nations

Required Reading:

Coates, “Administered Peoples: Indigenous Nations and Regulated Societies” in in *A Global History of Indigenous Peoples*, 171-189.

*Assignment 3 due January 25, 2021: Quiz on The Right to be Cold*

**Week 16, January 25-29, 2021, Reserves and Reservations**

Lecture: TBA

Required Reading:

TBA

**Week 17, February 1-5, 2021, Cultural Genocide**

Lecture: TBA

Required Reading:

Coates, “Administered Peoples: Indigenous Nations and Regulated Societies” in *A Global History of Indigenous Peoples*, 189-202.

**Week 18, February 8-12, 2021, Clearing the Plains**

Lecture:

Required Reading:

**Week 19, February 15-19, 2021**

**READING WEEK: no class**

**Week 20, February 22-26, 2021, Residential Schools**

Lecture: “The Stolen Generations: Indian Residential Schools”

Required Reading:

Extract from *Bringing them Home: The Stolen Children Report*, 1997 (Australia)  
<https://www.humanrights.gov.au/our-work/aboriginal-and-torres-strait-islanders/social-justice/publications/bringing-them-home-stolen>.

Extract from the *Final Report of the Truth and Reconciliation Commission*, 2015 (Canada),  
[http://www.trc.ca/websites/trcinstitution/File/2015/Honouring\\_the\\_Truth\\_Reconciling\\_for\\_the\\_Future\\_July\\_23\\_2015.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf).

**Week 21, March 1-5, 2021, A Planet of Slums**

Lecture: Final Invasions

Required Reading:

Coates, “Final Invasions: War, Resource Development, and the Occupation of Tribal Territories” in *A Global History of Indigenous Peoples*, 203-29.

**Week 22, March 8-12, 2021, The South Pacific in the Cold War**

Lecture: Bombing the Marshall Islands

Required Reading:

*Assignment 4 due on March 15, 2021: Comparative Assignment on The Right to be Cold*

**Week 23, March 15-19, 2021, Continuing the Struggle**

Lecture: TBA

Required Reading:

Coates, “Continuing the Struggle: Indigenous Protests, Legal Agendas, and Aboriginal Internationalism” in *A Global History of Indigenous Peoples*, 230-63.

**Week 24, March 22-26, 2021, Fighting Colonialism in Courts**

Lecture: Litigating Indigenous Title and Rights in Botswana, South Africa, Canada, and Australia

Required Reading:

Arthur Ray, “Chapter 8, Courts, Commissions, and Tribunals as Forums for Interpreting and Making History” in *Aboriginal Rights Claims and the Making and Remaking of History* (Montreal: McGill-Queen’s University Press, 2016), 242-55.

**Week 25, March 29-April 2, 2021, Women’s Leadership**

Lecture: Women Chiefs and Water-Walkers in Canada

Required Reading:

**Week 26, April 5-9, 2021, Indigenous Activisms**

Lecture: Indigenous Activisms: Revisiting the United Nations Declaration on the Rights of Indigenous Peoples

Required Reading:

United Nations Declaration on the Rights of Indigenous Peoples,  
[http://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf)

Coates, “Uncertainties: The Future of Indigenous Societies” in in *A Global History of Indigenous Peoples*, 264-80.

**Week 27, April 12, 2021, Final Exam Review**

*The syllabus may be subject to minor scheduling adjustments as the course progresses.*