

York University
Faculty of Liberal Arts & Professional Studies
Department of History
AP/HIST 2900 6.0 F/W 2023-24

Global Indigenous Histories

ONLINE COURSE

Lectures: Available on course eClass site:
<https://eclass.yorku.ca/course/view.php?id=82597>.
They will be uploaded by Monday morning each week.

Tutorials: Will be conducted as asynchronous online discussions on eClass.

Course Director: Professor Carolyn Podruchny, Department of History
Office: Kaneff Tower 718
Email: carolyn@carolynpodruchny.ca
Expect responses to email within 2 days.
Office Hours: By appt on Zoom.

Teaching Assistants: Luah Tomas
Graham Lloyd

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? This course will be conducted online on eClass and it is asynchronous. Lectures will comprise a series of videos for each week. Links to the videos can be found on the eClass site for the course (<https://eclass.yorku.ca/course/view.php?id=82597>). Tutorials will be conducted as asynchronous online discussions by Teaching Assistants on the eClass course site. The only technical requirements will be access to eClass, access to a web browser, and email. You may wish to consult the [Student Guide to eClass](#). If you need technical assistance, please consult the [Computing for Students Website](#).

Course Description:

The expansion of Europe across the globe, starting in the late 15th century and lasting until the mid 20th 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 explores the long history of settler colonialism around the globe and its impact on Indigenous peoples, comparing diverse groups from Canada, 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 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.

CAUTIONARY NOTES: This course criticizes governments all over the world. We will be covering topics that are traumatic and may cause distress. Let me know immediately if you need emotional support when studying the course content and I can direct you to York resources.

Course Goals:

1. To provide a broad and inclusive understanding of global Indigenous histories from the late 15th century to the present. The course invites students to engage with Indigenous ways of knowing and finds connections with 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.
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 eLearning technologies. Students will practice working in electronic formats, and develop their skills in navigating online history resources, and participating in online discussion forums.

Textbook:

The book listed below is available for purchase in the York bookstore. It is 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

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 <https://www.yorku.ca/laps/hist/academic-resources/academic-advising/grading-system/>. The grade for the course will be based on the following percentages:

Assignment	Percentage of total grade	Due date
1. Scholarly Book or Article Review	10%	October 27, 2023
2. Annotated Bibliography	5%	November 24, 2023
3. Thesis Statement and Outline	5%	February 23, 2024
4. Research Essay	20%	March 15, 2024
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 Eclass or 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 Assignments 1 and 4 must 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.

The assignments below are a step-by-step process to writing a research essay. All the steps build towards the culminating research essay. This means that the article or book you choose should be on the topic and used in your research essay and the annotated bibliography will be sources you use in your research essay. You can alter your topic within the process with permission of your TA but strive to stay focussed on your topic to streamline your work.

You may choose to write about any Indigenous group, time period, and topic you wish. Consult the course handouts on Indigenous groups throughout the world. Below is a list of themes you might wish to address concerning your chosen Indigenous group(s).

Ensure that you choose a people, topic, and time period that has published research. The research essay will require the use of one primary source, and at least five secondary sources. The secondary sources must include at least one scholarly book and one scholarly article. You may also include websites, blog posts, and news articles. DO NOT include encyclopedia entries as sources (including Wikipedia), but you can use these to get started in your research.

Possible themes to write about in your research essay:

Ethics and research

Economic activity (farming, hunting, gathering, trading, making)

Land use

Food

Resource extraction

Labour

Social structures (communities, families, etc)

Political structures

Schooling

Youth

Elders

Family

Gender

Masculinity

Femininity

Cosmology

Ceremony

Religion and spirituality

Stereotypes

Oppressive authenticity

Urban indigeneity

Local activism

Global activism

Citizenship

Violence

Military

Poverty

Medicine

Friendship

Material culture

1. Scholarly Book or Article Review, 10%, Due: October 27, 2023

Choose one scholarly book or article to review concerning the topic of your research essay (Assignment 4). Your review must contain a thesis statement (making an argument about the source you are reviewing), an introduction, a conclusion, and paragraphs containing arguments to support your thesis. The review must be between 5 and 6 pages (1,250 to 1,500 words). The goal of the assignment is to get started on your research essay for the course and practice your writing skills.

2. Annotated Bibliography, 5%, Due: November 24, 2023

This assignment will consist of preparing an annotated bibliography of the sources you plan to use in your Research Essay (Assignment 4). List your sources in a bibliography and after each entry provide an annotation of between 4 and 6 sentences. Describe the major argument of the source and how you plan to use it in your research essay. Your bibliography must contain a minimum of six sources: one primary source, and at least five secondary sources. The secondary sources must include at least one scholarly book and one scholarly article. You may also include websites, blog posts, and news articles. DO NOT include encyclopedia entries as sources (including Wikipedia), but you can use these to get started in your research. You may include the source you reviewed in Assignment 1. Ensure that you identify the topic of your research essay. The goal of the

assignment is to teach you how to find sources and summarize them, as well as propelling you along the process of producing your research essay.

3. Thesis Statement and Outline, 5%, Due: February 23, 2024

Create an outline and propose a thesis statement for your research essay. The outline can be between a half and full page and should indicate sections and possibly paragraphs in your essay. The thesis statement can be between 1 and 3 sentences long. The goal of the assignment is to teach you how to develop detailed and specific thesis statements and build arguments to support them. In addition, the course instructors can ensure that you are heading in a strong direction in your research essay.

4. Research Essay, 20% Due: March 15, 2024

You may choose to write about any Indigenous group(s), time period, and topic you wish. Use this as an opportunity to follow your research interests and passions. Your research essay should be between 10 and 14 pages (2,500 and 3,500 words). It should contain a clear thesis statement, found in the introduction and conclusion, and be divided into sections that make arguments in support of the thesis statement. It should rely on a minimum of six sources, including at least one primary source and five secondary sources, including one scholarly book and one scholarly article. It can include websites, podcasts, blogs, and news articles, but it should not include encyclopedia entries.

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). Students’ activities must be submitted by Friday at midnight.

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

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.

Course Policy on Generative Artificial Intelligence (AI tools):

Generative artificial intelligence (AI) tools have quickly become ubiquitous in internet research. In this course, we have no assignments that directly engage with AI and students are NOT REQUIRED to use AI tools for any of the course assignments. The use of AI tools is strictly prohibited in the use of exams. However, students are not restricted from using AI tools for assignments and discussion posts in this course so long as the following two conditions are met:

1. While generative artificial intelligence (AI) – specifically, ChatGPT or Bing chatbot – can be used in the completion of written assignments and contributions to the online discussions, it will be used with the expectation that **you use the AI tool to think *with* you, but not *for* you.** AI tools are primarily developed for “natural language modelling” (speculating on how to put sentences together) and not for specialized research and analysis. Their knowledge base is derived from the indiscriminate scraping of random sites on the internet. None of the information provided is vetted or cited. Often AI tools produce erroneous or overly generalized knowledge, even though they are improving all the time. This means it is risky for students to use them in assignments. The AI tool may give you a place to start your research or point you in new directions, but usually they will not be sufficient to successfully complete an assignment. If you use another

generative AI tool beyond ChatGPT and Bing, it will be considered an unauthorized use, and as a result, you will be violating the [Senate Policy on Academic Honesty](#).

2. The use of generative AI should be **documented and cited**. In the discussion forums, simply put in brackets after your answer “(this answer [or parts of this answer] were generated by ChatGPT [or Bing])”. Credit the AI whenever you use the tool to generate text used in your assignment. Here is an example of how to cite in a footnote ChatGPT in the Chicago Style:

- Text generated by ChatGPT, March 7, 2023, OpenAI, <https://chat.openai.com/chat>.
- ChatGPT, response to “Explain how to make pizza dough from common household ingredients,” March 7, 2023, OpenAI.

Use of generative AI outside these two conditions will constitute academic dishonesty under York University’s [Senate Policy on Academic Honesty](#). As a student in this course, it is your responsibility to understand when and how generative AI tools can be used to complete your assessments and activities. If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance.

Note on evaluation for assignments using AI: When evaluating your work with generative AI, I will be assessing the quality of *your* critical reflections and original contributions in accordance with York University’s [description of grades and grading schemes](#).

Final Note on AI: Students are NOT REQUIRED to use AI for their assignments. While ChatGPT and similar AI language models have made significant advancements in natural language processing, they do have several and severe limitations when it comes to using them for university course assignments. It is important to be aware of these limitations to make informed decisions about their use. Some of the key limitations include:

1. Lack of domain-specific knowledge: ChatGPT is trained on a large corpus of data from the internet, which means it may lack in-depth knowledge of specific academic domains or specialized terminology. This limitation can hinder its ability to provide accurate and contextually appropriate responses for assignments in specific fields.
2. Difficulty in handling ambiguous queries: ChatGPT may struggle to interpret and respond to ambiguous or poorly formulated queries. It relies on statistical patterns learned from training data, and when faced with ambiguity, it may provide inaccurate or irrelevant information. This limitation can lead to misunderstandings or misleading answers in assignments.
3. Potential biases in training data: AI language models like ChatGPT are trained on vast amounts of data from the internet, which can contain biases present in the text. These biases can manifest in the form of unfair representations, stereotypes, or skewed perspectives. Depending solely on ChatGPT for assignments may inadvertently perpetuate or amplify such biases, leading to ethically problematic outcomes.
4. Challenges in ensuring reliability and accountability: ChatGPT generates

- responses based on statistical patterns learned from training data, and it may occasionally produce incorrect or nonsensical answers. The lack of transparency in the decision-making process of AI models makes it challenging to hold them accountable for errors or verify the accuracy of their responses. Relying solely on ChatGPT for assignments may compromise the reliability and credibility of the academic work.
5. Lack of transparency in knowledge provenance: ChatGPT does not show users where it found its information, so users cannot go directly to that information to assess its viability and quality. In other words, ChatGPT does not “show its work” unlike other internet sources, such as Wikipedia.
 6. Limited control over generated content: While efforts have been made to improve control over the outputs of AI language models, including ChatGPT, there can still be instances where the generated content is inappropriate, offensive, or unethical. This limitation can pose challenges when using ChatGPT for assignments, especially when dealing with sensitive or controversial topics.
 7. Inability to engage in meaningful dialogue: ChatGPT is primarily designed for short, context-specific responses and lacks the ability to engage in sustained, meaningful dialogue. It may struggle to ask clarifying questions or seek additional information to provide more accurate and comprehensive answers. This limitation can hinder the depth of analysis and critical thinking required in university course assignments.
 8. Dependency on internet connectivity and platform availability: ChatGPT typically operates as a cloud-based service, which means it requires a stable internet connection and access to the specific platform hosting the model. In cases where internet connectivity is limited or the platform is unavailable, students may face difficulties in utilizing ChatGPT for their assignments.

Given these limitations, it is crucial to critically evaluate the use of ChatGPT in university course assignments, considering the specific requirements, subject matter, and desired learning outcomes. Augmenting ChatGPT with human guidance and critical thinking can help mitigate these limitations and ensure a more comprehensive and reliable approach to assignments (parts of this section of the syllabus were generated using ChatGPT, July 11, 2023, OpenAI).

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](#).

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).

Intellectual Property Notice:

Course materials are designed for use as part of the HIST 2900 course at York University and are the intellectual property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

- Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a charge of misconduct under York's [Code of Student Rights and Responsibilities](#) and the Senate Policy on [Academic Honesty](#) and/or legal consequences for violation of copyright law if copyright law has been violated.

History Department Notes:

- **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. The department's email for general inquiries is lapshist@yorku.ca.
- **The History Department website:** Upcoming events, resources for undergraduate history students, faculty and staff information, and much more: <http://www.yorku.ca/uhistory/>
- **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/>
- **History Advising Hours:** The Director of Undergraduate Studies is Prof. Jennifer Bonnell, and she can be contacted at dushist@yorku.ca. As well as answering questions by email, you can book a remote advising appointment: <https://www.yorku.ca/laps/hist/academic-resources/academic-advising/>.
- Please note that no grade information will be discussed via email. **History department policy on grade reappraisals**, including link to the grade reappraisal form: <https://www.yorku.ca/laps/hist/academic-resources/academic-advising/grading-system/>.
- **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.
- **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/>
- **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/>

- **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](#).
- **York Student Code of Conduct:** <http://oscr.students.yorku.ca/student-conduct>
- **Religious Observance Accommodation:** See <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>
- **Important Add/Drop Deadlines:**

Last date to enroll without permission of course director	September 20, 2023
Last date to enroll WITH permission of course director	September 28, 2023
Last date to drop courses without receiving a grade	February 8, 2024
Course Withdrawal Period (Receive a “W” on transcript)	Feb 9-April 8, 2024
- Refund Table (Student Financial Services): <https://sfs.yorku.ca/refunds/tables/>

Course Outline:

Week 1: September 6-8, 2023, Introduction + Ethics

Lecture: Welcome! Introduction and Ethics of Indigenous History

Week 2: September 11-15, 2023, 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

Week 3, September 18-22, 2023, Indigenous Knowledges

Lecture: Indigenous Knowledges & Creation Stories

Required Reading:

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

Week 4: September 25-29, 2023, Genetics and Human History

Lecture: The Peopling of the World and Genetic Evidence

Required Reading:

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

Week 5, October 2-6, 2023, Peoples of the Land

Lecture: Peoples of the Land: Spiritual and Cultural Roots of Indigenous Societies

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 9-13, 2023 FALL READING WEEK: no class

Week 7, October 16-20, 2023, Mutual Discovery

Lecture: Mutual Discoveries: The First Wave of Globalization, the Birth of Colonialism, and the Power of Imagery

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 23-27, 2023, Occupations

Lecture: Week 8: Shifting Colonialisms and Violence in Newcomer Occupations

Required Reading:

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

Assignment 1 due October 27, 2023 (midnight): Scholarly Book or Article Review

Week 9, October 30 - November 3, 2023, Adaptations

Lecture: Adaptations: Reactions to Newcomer Occupations

Required Reading:

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

Week 10, November 6-10, 2023, Ecological Imperialism

Lecture: Biological Changes: Ecological Imperialism and the Transformation of Tribal Worlds

Required Reading:

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

Week 11, November 13-17, 2023, 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, *Property and Dispossession: Natives, Empires and Land in Early Modern North America*. (Cambridge University Press, 2018), chapter 2, “Indigenous Forms of Property,” 27-64.

Week 12, November 20-24, 2023, Spiritual Contests

Lecture: Spiritual Contests: Missionaries, Christianity, and Indigenous Societies

Required Reading:

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

Assignment 2 due on November 24, 2023 (midnight): Annotated Bibliography

Week 13, November 27- December 1, 2023, Review for Midterm Exam

Lecture: Review for Midterm Exam

Midterm Exam, Date TBA

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

Week 14, January 8-12, 2024, Dark Vanishings

Lecture: Dark Vanishings: Discourses on the Extinction of “Primitive Races”

Required Reading:

Patrick Brantlinger, *Dark Vanishings: Discourse on the Extinction of Primitive Races, 1800-1930* (Ithaca: Cornell University Press, 2003), chapter one, “Introduction: Aboriginal Matters,” 1-16.

Week 15, January 15-19, 2024, Clearing the Plains

Lecture: Clearing the Canadian Plains: Disease, the Politics of Starvation, and the Loss of Indigenous Life

Required Reading:

NONE

Week 16, January 22-26, 2024, Administering Peoples

Lecture: Administering Peoples: Asserting Control Through Government Bureaucracy

Required Reading:

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

Week 17, January 29 - February 2, 2024, Genocide

Lecture: Genocide: Killing Indigenous Bodies and Cultures

Required Reading:

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

Week 18, February 5-9, 2024, Stolen Generations

Guest Lecture by Rebecca Lazarenko: Residential Schools: The Settler-Colonial Dream of Educating the "Indian" Out and Bringing in Civilized Whiteness

Required Reading:

John S. Milloy, *"A National Crime": The Canadian Government and the Residential School System, 1879 To 1986* (Winnipeg, MB: University of Manitoba Press, 1999), Introduction, p. xxxv - xliii (9 pages) and Chapter 3: The Founding Vision of Residential School Education, 1879 to 1920, p. 23-47.

J. R. Miller, *Shingwauk's Vision: A History of Native Residential Schools* (Toronto, ON: University of Toronto Press, 2000), Introduction, p. 3 -14 and Chapter 8: The misfortune of being a Woman's: Gender, 217 – 250. (Optional reading)

Go to the website "Legacy of Hope Foundation" and listen to or read one of the stories of a residential school survivor.

<http://legacyofhope.ca/wherearethekids/stories/>

Week 19, February 12-16, 2024 Soviets Administer Siberians

Lecture: Reindeer People in Siberia Confront Soviet Regimes

Required Reading: none

Week 20, February 19-23, 2024, READING WEEK: no class

Assignment 3 due February 23, 2024 (midnight): Thesis Statement and Outline

Week 21, February 26 - March 1, 2024, Final Invasions

Lecture: Final Invasions: War, Resource Development, and the Occupation of Tribal Territories

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 4-8, 2024, The South Pacific Cold War

Lecture: Pawns in a Global Game: The Bombing the Marshall Islands

Required Reading: none

Week 23, March 11-15, 2024, Continuing the Struggle

Lecture: Indigenous Protests, Legal Agendas, and Aboriginal Internationalism

Required Reading:

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

Assignment 4 due on March 15, 2024 (midnight): Research Essay

Week 24, March 18-22, 2024, Fighting Colonialism in Courts

Lecture: Litigating Indigenous Rights and Practicing History in Former British Colonies

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 25-29, 2024, Women’s Leadership

Lecture: Women Chiefs and Water-Walkers in Canada

Required Reading: none

Week 26, April 1-5, 2024, Indigenous Activisms

Lecture: Indigenous Activisms: The Future of Indigenous Societies

Required Reading:

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

Week 27, April 8, 2024, Final Exam Review

Final Exam, Date TBA

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