



CURRICULUM GUIDE: OFFICIAL COURSE OUTLINE

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| Course Code | HIST 107 | Course Title | Indigenous Histories of the Global South | | | |
| Credit Value | 3 | Department | Humanities | | | |
| No. of weeks | 14 | Hrs. per week | <i>Lecture</i> | <i>Tutorial</i> | <i>Laboratory</i> | <i>Total</i> |
| | | | 3 | 0 | 0 | 3 |
| Course Description | <p>This course will explore the Indigenous peoples and civilizations of the region known as the 'Global South' from pre-Contact societies to the present. The content will focus on localized and comparative case studies of Indigenous communities of South America, Africa, Australasia and the South Pacific that illustrate key concepts of global Indigenous history. Cross-cultural comparisons and connections will be emphasized to develop a thoroughly global appreciation of the experience of Indigenous peoples under imperial and modern political and economic systems.</p> | | | | | |
| Prerequisite(s) | ENGL 099 | | | | | |
| Initial Articulation Targets | <i>UBC</i> | <i>SFU</i> | <i>UVic</i> | <i>UNBC</i> | <i>TRU</i> | |
| | HIST 107 (3) | HIST 1XX (3) | HSTR 110/11 or 1XX (1.5) | HIST 215 (3) | HIST 1XX (3) | |
| | For updated information on the transferability of this course, please consult the BC Transfer Guide, www.bctransferguide.ca | | | | | |
| Learning Outcomes | <p>Upon successful completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> Define the broad concept of indigeneity and differentiate between various Indigenous communities and civilizations in the region known as the "Global South." Interpret and explain historical evidence presented in primary sources. Summarize and evaluate arguments and problems in academic historical literature relating to Indigenous people in the Global South. Synthesize primary and secondary source evidence to produce original written and oral arguments. Generate original analytical observations in real-time historical discourse on key course topics. | | | | | |
| Content | <p>Core topics – all of the following will be covered:</p> <ul style="list-style-type: none"> Indigenous Epistemology: Defining Indigeneity and Indigenous History [The United Nations Declaration of the Rights of Indigenous Peoples] Theories and research methodologies relating to colonization and decolonization. Continuity and change in the representations of Indigenous Peoples in history, science and popular media. | | | | | |



- Descriptions of a variety of pre-Contact Indigenous Societies to illustrate examples from hunter-gatherers to sophisticated urban civilizations. Diversity and the problem of self-identification will be addressed.
- Conversion and resistance to the proselytization of missionaries. Emphasis should be placed on the imperial and modern Christian missionary movement, with some attention to other religions as well as novel or syncretic forms.
- Concepts of landownership and the problem of land treaties under settler colonial regimes.
- Modernizing state administration and the intervention in Indigenous lives. This topic should include discussion of residential school systems, bureaucratic or institutional forces and programs of cultural or socio-economic assimilation directed by the state.
- Indigenous People and environmentalism, scientific research and resource development in the mid-twentieth century. Globalization brought previously unutilized or unknown resources by indigenous people available to larger corporate and state interests.
- Modern nationalism and the place of Indigenous people in the post-colonial nation-state.
- Movements to recognize Indigenous land rights, cultural identity and promote economic prosperity as well as the continued challenges to overcome.
- Regional Clusters and Some Suggested Topics
 - South America (30% of case studies)
 - Maya, Aztec and Incan large-scale civilizations
 - Central American and South American states under Spanish or Portuguese imperial rule and later American economic imperialism.
 - Hunter-gatherer tribes in the Amazon basin and the challenges of resource and medical development in the twentieth century.
 - Sub-Saharan Africa (45% of case studies)
 - Major pre-imperial African states of the Medieval and Early Modern periods: Kingdom of Kongo; Kanem-Bornu empire; Kingdom of Zimbabwe; Xhosa Kingdom; Zulu Kingdom etc.
 - Arab trading and imperial influence in the East African region.
 - Tribal cultures and the penetration of the African tropical jungle in the late-nineteenth and twentieth centuries.
 - East and Southern Africa under imperial and independent rule: Masai/Zulu in imperial rule; South African apartheid; Rwandan civil war and genocide
 - Economic development in the Congo: case studies for imperial rule under the King of Belgium; strategic resource development in the 20th century; civil conflict and disorder in post-independence states.
 - Australasia and South Pacific (25% of case studies)
 - Aborigines and the impact of European exploration, settlement, and state modernization in Australia.
 - New Guinea tribal peoples, particularly in the Second World War and postwar.
 - Maori of New Zealand. The experience and benefits of a relatively strong and militarily-capable indigenous society.



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| | <ul style="list-style-type: none"> Polynesian Islanders and Maori: disease and sexual encounters; imperial rule and exploitation (ex. guano islands); nuclear testing and environmental change. <p>Additional topics may also be covered, at the discretion of the instructor.</p> | | |
| Methods of Instruction | Lecture, reading and listening to historical sources, guest speakers, and discussion | | |
| Required Textbook(s) | <p>The following textbook(s) is/are required, or approved equivalent(s).</p> <p>Coates, Ken S. A Global History of Indigenous Peoples: Struggle and Survival. 2004.</p> <p>McGrath, Ann and Russell, Lynette, Eds. The Routledge Companion to Global Indigenous History. 2022.</p> <p>Weaver, Hilary N. Ed. The Routledge International Handbook of Indigenous Resilience. 2022</p> | | |
| Required Equipment and Technology | <p>Students are required to have a computer with internet access.</p> <p>The following resources are provided by the College:</p> <ul style="list-style-type: none"> Office 365 Student email | | |
| Homework Hours | At minimum, students can expect one hour of homework for every hour of instructional time. | | |
| Evaluation | <i>Component</i> | <i>% Value</i> | |
| | Quizzes and low stakes assignments | 10-20% | |
| | Class participation | 0-10% | |
| | Written assignments | 20-40% | |
| | Midterm examination | 10-20% | |
| Final examination | 20-30% | | |
| Completion Requirements | The minimum grade to pass this course is D (50%). Unless otherwise stated, a minimum grade of C- (55%) is required for this course to fulfil a prerequisite. | | |
| Course Designer(s) | Iain O'Shea, Ph.D., Department of History, Alexander College | Consultant(s), <i>if applicable</i> | |
| Dean's Approval | Steven Roe, Ph.D., Dean of Arts and Sciences, Alexander College | Dean's Approval Date | January 17, 2023 |
| Curriculum Committee Approval Date | January 17, 2023 | First Term Offered | Spring 2024 |
| Last Review Date | January 17, 2023 | Next Review Date | January 17, 2027 |



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| Revision History | |
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