



## The University of Western Ontario

### Indigenous Studies 2213F

#### Title: Historical Issues: From Pre-Contact to the 1969 White Paper

Instructor: Alena Rosen

Office Hours: Virtual, by appointment

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*Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.*

**Course Description:** This course examines key issues related to the history of Indigenous peoples in Canada. The time frame covers the pre-contact era to the 1969 White Paper. Topics may include: Aboriginal rights and title; treaty-making; colonial policy development; residential schools; relocation and centralization; child welfare; and the 1969 White Paper.

**Note:** Remote Delivery. Lecture videos posted weekly.

#### Technical Requirements:

- Stable internet connection
- Laptop or desktop computer with updated software
- Working microphone
- Working webcam
- Western University Zoom application installed
- Detailed specifications (see “computer requirements”): <https://registrar.uwo.ca/academics/timetables.html>
- Western Zoom page, including privacy information: <https://wts.uwo.ca/zoom/index.html>
- If you need technical assistance, first search the [OWL Help Page](#), then contact the Western Technology Services Helpdesk using their [Online Helpdesk](#) or by calling 519.661.3800 (if on campus, ext. 83800)

**Pre-requisite(s):** None

**Anti-requisite(s):** The former First Nations Studies 2217F/G, the former Anthropology 2217F/G.

#### Learning Outcomes:

Students who successfully complete this course should be able to:

1. Explain core concepts connected to Indigenous histories
2. Compare historical and Indigenous methods of understanding the past
3. Analyze key issues related to the history of Indigenous peoples in Canada

#### Required Text:

- None. All assigned readings will be available online or through Western Libraries.

### Methods of Evaluation:

- **Concept Maps 15%**  
(three valued at 5% each )  
Due September 23, October 14, and November 11
  - **Reflection Essay 20%**  
(750-1000 words)  
Due October 7
  - **Quiz 1 20%**  
(online, multiple-choice)  
Due October 27
  - **Research Essay 25%**  
(1000-1250 words)  
Due November 25
  - **Quiz 2 20%**  
(online, multiple-choice)  
December 8
- Total 100%**

*Detailed assignment descriptions are posted on OWL. See course schedule for deadlines.*

### Course Schedule:

Please note that this schedule is subject to change. Any changes or cancellations will be communicated by email. It is your responsibility to check your Western email account for course-related messages.

Note: Additional resources and links are also posted on OWL.

#### **Week 1            September 8    Welcome**

Read:

Younging, G. (2018). Terminology. *Elements of Indigenous Style : A Guide for Writing By and About Indigenous Peoples* (pp.56-75). Brush Education.  
<http://search.ebscohost.com.proxy1.lib.uwo.ca/login.aspx?direct=true&db=nlebk&AN=1723018&site=ehost-live&ebv=EK&ppid=Page--56>

Watch:

Lecture (on OWL)  
Michelin, O. (2017, June 17). How to talk about Indigenous People. [Video]. YouTube.  
<https://youtu.be/XEzjA5RoLv0> (2 min )

Listen:

Chitty, S.M.(Host) (2021). Walking Along Deshkan Ziibing with Summer Bressette (Audio). Mbwaach'idiwag.  
<https://mbwaachidiwag.libsyn.com/mbwaachidiwag-walking-along-deshkan-ziibing-with-summer-bressette> (25 min)

#### **Week 2            September 15            Indigenous worldviews, knowledges, and histories**

Read:

Little Bear, L. (2011). Jagged worldviews colliding. In M. Battiste (Ed.), *Reclaiming Indigenous voice and vision* (pp. 77–85). UBC Press. (link on OWL)  
Royal Commission on Aboriginal Peoples (RCAP)(1996) .Chapter 3: Conceptions of History. In *Final Report Volume 1 Looking Forward Looking Back* (pp.36-46). <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>

Watch:

Lecture (on OWL)

Listen:

Keltner, D. (Host). (2020, December 10). Episode 81: Are You Listening to Your Elders? [Audio podcast episode]. In *The Science of Happiness*. Greater Good Science Center, UC Berkeley; PRX. [https://greatergood.berkeley.edu/podcasts/item/are\\_you\\_listening\\_to\\_your\\_elders\\_cafe\\_ohlone](https://greatergood.berkeley.edu/podcasts/item/are_you_listening_to_your_elders_cafe_ohlone)

**Week 3                    September 22                    From time immemorial**

Read:

Royal Commission on Aboriginal Peoples (RCAP) (1996). Chapter 4: stage 1 Separate Worlds.) Final Report Volume 1 Looking Forward Looking Back(pp. 47- 93). <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>

Watch:

Lecture (on OWL)

Onondaga Historical Association. (2016, April 28). The Peacemaker's journey & the Great Law of Peace [Video]. YouTube. <https://youtu.be/QRzxFULuTz4> [4 min]

**Deadline: Concept Map 1 Due September 23**

**Week 4                    September 29                    Contact and Colonialism**

Read:

Royal Commission on Aboriginal Peoples. (1996). Chapter 5: Stage Two: Contact and Co-operation. (pp. 94- 129) In Looking Forward Looking Back <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>

Watch:

Lecture ( on OWL)

**Week 5                    October 6                    The Métis**

Read:

Peterson, J. (1985) Many roads to Red River: Métis genesis in the Great Lakes region, 1680–1815 in Brown, J. S. H., & Peterson, J. L.. The new peoples: being and becoming Métis in North America( pp. 37-71). University of Manitoba Press. <https://books-scholarsportal-info.proxy1.lib.uwo.ca/uri/ebooks/ebooks3/upress/2013-08-24/1/9780887553783>

Vowel, C. (2016, May 10) Who are the Métis? [Blog post]. *âpihtawikosisân*. <https://apihtawikosisan.com/2016/05/who-are-the-metis/>

Watch:

Lecture ( on OWL)

**Deadline: Reflection Essay due October 7**

**Week 6                    October 13                    Treaties**

Read:

Miller, J. R. (2009). Chapter 2: ‘Trade & Peace we take to be one thing’: Treaties of Peace, Friendship, and Alliance. In *Compact, contract, covenant: aboriginal treaty-making in Canada* (pp.33-65). University of Toronto Press. <https://books-scholarsportal-info.proxy1.lib.uwo.ca/uri/ebooks/ebooks2/utpress/2013-08-26/1/9781442687691>

Miller, J. R. (2009). Chapter 3 ‘And whereas it is just and reasonable ...’: The Royal Proclamation and the Upper Canadian Treaties (pp.66-92) <https://books-scholarsportal-info.proxy1.lib.uwo.ca/uri/ebooks/ebooks2/utpress/2013-08-26/1/9781442687691>

Watch:

Lecture ( on OWL)

Obomsawin, A.(Director) (2014). Trick or Treaty?. National Film Board.  
[https://www.nfb.ca/film/trick\\_or\\_treaty/](https://www.nfb.ca/film/trick_or_treaty/) (1 hr 24min)

Visit:

Map of Ontario treaties and reserves - <https://www.ontario.ca/page/map-ontario-treaties-and-reserves>

**Deadline : Concept Map 2 Due October 14**

**Week 7 October 20 The Indian Act**

Read:

Kelm, M.E &Smith, K. (2018) Introduction . In *Talking back to the Indian Act: critical reading in settler colonial histories* (pp.1- 33) -. University of Toronto Press. <https://books-scholarsportal-info.proxy1.lib.uwo.ca/uri/ebooks/ebooks3/utpress/2018-11-16/1/9781487587383>

Kelm, M.E &Smith, K. (2018) Chapter One: The 1876 Indian Act. In *Talking back to the Indian Act: critical reading in settler colonial histories* (pp.34 - 57) -. University of Toronto Press. <https://books-scholarsportal-info.proxy1.lib.uwo.ca/uri/ebooks/ebooks3/utpress/2018-11-16/1/9781487587383>

Watch:

Lecture ( on OWL)

Williams, A. (Director). (2015). The Pass System [Film]. Tamarack Productions.

Listen:

Balkissoon, D. & Sung, H. (Hosts). (2016, September 7). Race Card (No. 1) [Audio podcast episode]. In *Colour Code*. Globe and Mail. [https://www.theglobeandmail.com/news/national/colour-code-podcast-race-in-canada/article31494658/?cmpid=mktg16\\_colourcode](https://www.theglobeandmail.com/news/national/colour-code-podcast-race-in-canada/article31494658/?cmpid=mktg16_colourcode)

**Week 8 October 27 Quiz 1 – Online**

No lecture. No readings.

**Week 9 November 3 Reading Week**

No lecture. No readings.

**Week 10 November 10 Residential Schools**

Read:

Truth and Reconciliation Commission of Canada. (2015). The History. In *Honouring the truth, reconciling for the future* (pp. 50–70). [https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive\\_Summary\\_English\\_Web.pdf](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf) ; [alternative link: <https://nctr.ca/records/reports/#trc-reports> ]

Watch:

Lecture ( on OWL)

Legacy of Hope Foundation. (2011, August 1). *Where Are the Children? Healing the Legacy of the Residential Schools* (English) [Video]. Vimeo. <https://vimeo.com/27172950>

Visit:

Residential School Locations. (2019, October 22). Retrieved from Truth and Reconciliation Commission of Canada: <http://www.trc.ca/about-us/residential-school.html>

**Deadline: Concept map # 3 – Your research paper topic Due November 11**

**Week 11**

## November 17 Relocation and Centralization

Read:

Amagoalik, J.(2005). Chapter 1 Relocation to Resolute Bay in Amagoalik, J., & McComber, L. (Eds). *Changing the face of Canada : the life story of John Amagoalik* (pp.1-7) . Iqaluit: Nunavut Arctic College. . <http://www.tradition-orale.ca/english/pdf/Changing-The-Face-Of-Canada-E.pdf>

Tester F. (2017) Colonial Challenges and Recovery in the Eastern Arctic . In Karetak, J., Tester, F. J., & Tagalik, S. (Eds.) *Inuit Qaujimagajatuqangit: What Inuit have always known to be true* (pp.20-40) .Fernwood Publishing.

Watch:

Lecture ( on OWL)

Tassinari, P. (Director)(1995). Broken Promises - The High Arctic Relocation. National Film Board of Canada. [https://www.nfb.ca/film/broken\\_promises\\_-\\_the\\_high\\_arctic\\_relocation/](https://www.nfb.ca/film/broken_promises_-_the_high_arctic_relocation/)

## Week 12

### November 24 Sixties Scoop

Read:

Stevenson, A.(2020) Ch.6 Child Welfare as system and Lived Experience Intimate integration: a history of the Sixties Scoop and the colonization of Indigenous kinship (pp. 135-168). University of Toronto Press <https://books-scholarsportal-info.proxy1.lib.uwo.ca/uri/ebooks/ebooks6/upress6/2021-01-25/1/9781487511517>

Watch:

Lecture ( on OWL)

Hubbard, T. (Director) (2017) Birth of a Family. National Film Board of Canada. [https://www-nfb-ca.proxy1.lib.uwo.ca/film/birth\\_of\\_a\\_family\\_edu/](https://www-nfb-ca.proxy1.lib.uwo.ca/film/birth_of_a_family_edu/) (45min)

**Deadline: Research Essay Due November 25**

## Week 13

### December 1 Organizing

Read:

Nickel, S. (2019). Reconsidering 1969: The White Paper and the Making of the Modern Indigenous Rights Movement. *The Canadian Historical Review* 100(2), 223-238. <https://www.muse.jhu.edu/article/726518>.

Watch:

Lecture ( on OWL)

Listen:

CBC. (2010, February 22) Red Paper/White Paper - Part 1. Ideas. CBC Radio <https://www.cbc.ca/player/play/1473005172>

## Week 14

### December 8 Quiz 2 - Online

No lecture. No readings.

### Important Policies:

All written assignments are to be submitted electronically to the instructor and are due on or before the date and time specified under "Methods of Evaluation" for each assignment.

*A 5% deduction per day will apply to late assignments.*

Assignment objectives and rubrics will be posted on OWL, as well as discussed in class via Zoom.

### ***Academic Consideration for Missed Work***

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence (SRA) form online provided that the absence is **48 hours or less** and the other conditions specified in the [Senate policy](#) are met. Two important exceptions to this rule: SRAs will not be allowed for final examinations or assessments worth more than 30% of a given course.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 SRAs, the absence is during the final exam period), may receive academic consideration by submitting a [Student Medical Certificate](#) (for illness) or other appropriate documentation (for compassionate grounds).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work and are encouraged to make appropriate decisions based on their specific circumstances.

[https://counselling.ssc.uwo.ca/procedures/having\\_problems/Self\\_Reported\\_Absence.html](https://counselling.ssc.uwo.ca/procedures/having_problems/Self_Reported_Absence.html)

### ***A Note on Plagiarism***

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar and below, under “Scholastic Offences”).

### ***Plagiarism Checking***

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

### ***Accessibility Options***

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar’s website:

[www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

### ***Scholastic Offences***

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

[www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### ***Mental Health***

Students who are in **emotional/mental distress** should refer to Mental Health@Western

([http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html)) for a complete list of options on how to obtain help.