



The University of Western Ontario

INDIGENOUS STUDIES 2213F

Historical Issues:

From Pre-Contact to the 1969 White Paper

Fall 2019

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| Instructor: Diana Lewis, Assistant Professor | Lecture Dates: Tues: 1:30-4:30 |
| Office: SSC-3213 | Office hours: Tues: 11:00 – 1:00 (or by appointment) |
| Phone: 519-661-2111 Ext. 85103 | Location: UCC Room 66 |
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I take this opportunity to welcome students to the traditional territory of the Attawandaran, Anishinaabe, Haudenosaunee, and Leni-Lunaape Peoples.

Course Description: This course uses history as the foundation of knowledge for examining key issues related to Indigenous peoples in Canada. The timeframe covers the pre-contact era, to the earliest encounters with European settlers up to the 1969 White Paper. Topics may include, but will not be limited to, aboriginal rights and title, treaty making across Canada, development of colonial policy, residential schools, relocation and centralization, child welfare, and the 1969 White Paper.

Antirequisite(s): Indigenous Studies 2217F/G; the former Anthropology 2217F/G.

Learning Outcomes:

Many students who take this class ask why they did not learn more about Indigenous histories in the provincial school system. Canadians are only just starting to grasp the troubling legacy of how Canada has treated Indigenous people. After taking this course, students will be able to engage more critically about the role and place of Indigenous peoples in the history of Canada and be able to discuss and explore these issues from a number of different perspectives.

Students will have the opportunity to learn about pre-Confederation legislation, the *British North America Act, 1867*, *Indian Act, 1876* (and its amendments), and the treaties that the Crown negotiated with various groups across the country. Students will also become familiar with the Indian Residential School system and the 1960s Scoop, the impacts of which continue to manifest in Indigenous populations to this day.

Required Text(s):

- Miller, J.R. (2009). *Compact, contract, covenant: Aboriginal treaty-making in Canada*. University of Toronto Press: Toronto, ON
- Sable, T., Francis, Bernard, Lewis, Roger J., & Jones, William P. (2012). *The language of this land, Mi'kma'ki* (17-25). Sydney, NS: Cape Breton University Press. (8 pages).

Methods of Evaluation:

| Item | Description | | Value |
|-------------------------------------|---|--|-------|
| Attendance | | | 5% |
| Test 1 | Covering period from pre-contact to the Peace and Friendship Treaties in the Atlantic Region | October 1st | 20% |
| Test 2 | Covering period from the <i>Royal Proclamation of 1763</i> to colonial administration over 'Indians'. | October 2 | 20% |
| Assignment # 1 - Blog | 3 Blog Posts, each worth 5%: <ul style="list-style-type: none"> • How did Canada get to this place? • If I make a promise, do I have to keep it? What about the promises made in treaties? • What are your thoughts on genocide in the context of Indigenous people in Canada? | Sept. 20 th Oct. 11 th Nov. 29 th | 15% |
| Group Discussions and Presentations | 1) What does a constitutional/treaty/aboriginal right, or Aboriginal title mean? 7.5% 2) Clearing the western plains for Canada's expansion, Métis resistance, residential schools, centralization, relocation, White Paper? 7.5% | Oct. 15 th Dec. 3rd | 15% |
| Assignment # 2 - Term Paper | | Dec. 3rd | 25% |

Important Policies***Policies for Assignment Deadlines:***

Extension of deadlines or alternate dates for tests will be granted only for documented illness or compassionate reasons. Workloads (i.e., other class work, projects, readings, employment) do not count as a reasonable excuse. Late submissions will be penalized at a rate of 4% per day, to a maximum of 20%.

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).

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).

Policies on Examinations

****No** electronic devices will be allowed during tests.

Policy on Laptops and other Electronics/Phones in Class:

Laptops are permitted in class but if it is observed that students are online or on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of every class.

Policy on Accommodation for Medical Illness

Western's policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: https://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

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

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

Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Policy on Children in Class: If we want women in academia, then we should expect that children might be present. Currently, the university does not have a formal policy on children in the classroom. The policy described here is therefore a reflection of a commitment to student, staff and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) Finally, often the largest barrier to completing coursework once you become a parent is the tiredness many feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and perhaps even another job can be exhausting. Together as instructor and classmates, I hope we are able to accommodate any special parenting needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school- parenting balance. Thank you for the diversity you bring to our classroom! Credit: Dr. Melissa Cheyney/ Dr. Ian Puppe.

Course Schedule and Readings:

Class Schedule

Note: This schedule may be subject to change. If there are any changes, we will discuss in class first. We may not discuss or cover all readings in class, however, they are intended to give added context to what is being covered. Readings should be read before the Monday of the week they are assigned.

Theme: Pre-contact and Early Contact

September 10th Review Syllabus

Discussion on the Royal Commission on Aboriginal Peoples, Truth and Reconciliation Commission, Thunder Bay Police Services Board Investigation, Inquiry into MMIWG: Why does Canada need these Commissions, Investigations, Inquiries?

Handout Assignment # 1 – Blog # 1: How did Canada get to this place? Due September 20th (5%)

September 17th Lecture – Pre-Contact to Early Contact Period

Required reading:

- Griffiths, N.E.S. (1994). 1600-1650: Fish, fur, and folk. In Bucker, P.A. & Reid, J.G. (Eds.). *The Atlantic Region to Confederation: A history* (40-60). Toronto, ON: University of Toronto Press. (20 pages).
- Mancke, E. (2005). Spaces of power in the early modern Northeast. In Hornsby, S. J., & Reid, J. G. (Eds.). (2005). *New England and the Maritime Provinces: Connections and Comparisons* (32-49). Montreal, PQ: McGill-Queen's University Press. (17 pages).
- Royal Commission on Aboriginal Peoples (RCAP) Report 1996 – Part One – *The Relationship in historical perspective: Conceptions of history*. (9 pages).
- Sable, T., Francis, Bernard, Lewis, Roger J., & Jones, William P. (2012). Introduction The language of this land, Mi'kma'ki: Weji-sqalia'tiek – We arose from here. In Sable, T., & Francis, B. (Eds.) (2012). *The language of this land, Mi'kma'ki* (17-25). Sydney, NS: Cape Breton University Press. (8 pages).

Blog # 1 Due September 20th

Theme: Peace and Friendship Treaties in the Atlantic Region

September 24th Lecture: Atlantic Region up to the Peace and Friendship Treaties

Required reading: Textbook

- Miller, J.R. (2009). *Compact, contract, covenant: Aboriginal treaty-making in Canada*. Toronto, ON: University of Toronto Press.
 - Chapter 1 – ‘There is no end to relationship among the indians’: Early Commercial Compacts. Pages 3-32 (29 pages)
 - Chapter 2 - Trade & Peace we take to be one thing: Treaties of Peace and Friendship and Alliance. Pages 33--65. (32 pages).
- Reid, J. (1994). 1686-1720: Imperial intrusions. In Buckner, P.A. & Reid, J.G. (Eds.). *The Atlantic Region to Confederation: A history* (78-103). Toronto, ON: University of Toronto Press. (25 pages).

Handout - Text of the Treaties of 1725, 1726, 1749, 1752, 1760, and 1760-61.

Theme – Royal Proclamation and Upper Canada Treaties

October 1st Test # 1 (20%)

Lecture: Royal Proclamation and Upper Canada Treaties

Required reading:

- *Royal Proclamation, 1763*

Required reading: Textbook

- Miller, J.R. (2009). *Compact, contract, covenant: Aboriginal treaty-making in Canada*. Toronto, ON: University of Toronto Press.
 - Chapter 3 – And whereas it is just and reasonable... The Royal Proclamation and the Upper Canadian Treaties. Pages 66-92. (26 pages).
 - Chapter 4 – From our lands we receive scarcely anything: The Upper Canadian Treaties. Pages 93-122. (29 pages).

Handout Assignment # 1 – Blog # 2: If I make a promise, do I have to keep it? What about the promises made in treaties? Due October 11th (5%)

Theme: Establishing Colonial Administration over Indians

October 8th Review Test #1

Lecture: *Bagot Commission 1844, Constitution Act, 1867, Indian Act, 1876.*

Required reading.

- Bagot Commission Report (44 pages)
- RCAP – VOL 1 – Chapter 9 - The *Indian Act* (Pages 235-265)

In class we will look at:

- Indian Affairs Annual Report 1864
- Department of Interior Annual Report 1877

- See <http://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/first-nations/indian-affairs-annual-reports/Pages/introduction.aspx>

Blog # 2 Due October 11th

Theme: Numbered Treaties

October 15th Lecture - Treaties 1 to 7 (1871-77) and Treaties 8 to 11 (1899-1921)

Required reading. Textbook

- Miller, J.R. (2009). *Compact, contract, covenant: Aboriginal treaty-making in Canada*. University of Toronto Press: Toronto, ON.
 - Chapter 6 – I think that the Queen Mother has offered us a new way: The Southern Numbered Treaties, 1871-1877. (36 pages)
 - Chapter 7 –An empire in itself: The Northern Numbered Treaties, 1899-1921. (34 pages)

Group discussion and presentation: What does a constitutional/treaty/aboriginal right, or Aboriginal title mean? 7.5%

Theme: Métis in Canada

October 22nd Test # 2 (20%)

Lecture - Red River Resistance/Northwest Resistance/Ontario Métis

Required reading:

- Dickason, O.P. (2009). *Canada's First Nations*. Don Mills, ON: Oxford University Press.
 - Chapter 18 – The many fronts within Confederation. (14 pages)
 - Chapter 20 – As the old way fades, the new looks bleak. (12 pages)
 - Chapter 21 – Time of troubles, Time of Repression. (14 pages)

Theme: Why were treaties not negotiated in Quebec and BC?

What happened in Quebec and BC? Why were there no treaties negotiated in these two provinces?

Theme: Canada's Indian Residential School System

October 29th Film: We were Children (80 minutes) - Disturbing Content – Elder will be available after viewing film. Talking Circle.

November 4 – 10 Reading Week

November 12th Note: Last day to drop half course

Lecture – Indian Residential Schools.

Required reading - On OWL

- Royal Commission on Aboriginal Peoples – *Residential Schools* (11 pages)

- Truth and Reconciliation Commission – *The Survivors Speak* (259 pages). Browse. https://books.scholarsportal.info/en/read?id=/ebooks/ebooks0/gibson_cppc-chrc/2015-07-31/1/11070527

In class we will look at:

- Davin Report 1879
- Indian Residential School records

Handout Assignment # 1 – Blog # 3: What are your thoughts on genocide in the context of Indigenous people in Canada? Due November 29th (5%)

Handout – Assignment # 2 – Term Paper – Due December 3, 2019 (25%)

November 19th – Guest speaker: Woodland Cultural Centre

Theme: Centralization and Relocation/60s Scoop

November 26th Film Exile (Relocation from Nunavik to Ellesmere Island in High Arctic (48 minutes) (<http://www.isuma.tv/fr/isuma-productions/exile-0>)

Required reading - On OWL

- RCAP Report – Vol. 1, Part 2, Chapter 11 – *Relocation of Aboriginal Communities*, pp. 395-413, 434-438, 453-460 (29 pages)

Lecture – Centralization of Indians, Removal of Inuit, 60s Scoop

Required reading - On OWL

- Spencer, D. (2016). Extraction and pulverization: A narrative analysis of Canada scoop survivors. *Settler Colonial Studies*, 1-15. (15 pages).

Blog # 3 Due November 29th

Theme: 1969 White Paper

December 3rd Lecture - 1969 White Paper

Required reading

- Statement of the Government of Canada on Indian Policy, 1969 (13 pages)

Group Discussion and Presentation: Clearing the Plains for Canada's expansion, Métis resistance, Residential Schools, Centralization, Relocation, White Paper? 7.5%

Term Paper: Due December 3rd (25%)