



Western

The University of Western Ontario
Indigenous Studies 2213F

Title: Historical Issues: From Pre-Contact to the 1969 White Paper
Online Lecture: Accessible by OWL weekly (every Monday a.m.)

Instructor: Rick Fehr
Office hours (via Zoom): By appointment.
Contact: rfehr@uwo.ca



Although this academic year might be different, Western University is committed to a **thriving campus**. We encourage you to check out the [Digital Student Experience](#) website to manage your academics and well-being. Additionally, the following link provides available resources to support students on and off campus: <https://www.uwo.ca/health/>.

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Technical Requirements:



Stable internet connection



Laptop or computer



Working microphone (suggested)



Working webcam (suggested)

Course Description:

Students will explore the historical background, theoretical framework, and the practical skills needed to conduct historical research in Indigenous contexts. In addition to a survey of Indigenous history in Canada, students will immediately learn how to conduct online primary historical research. As the course progresses, students will locate and study archival material for their assignments. The course will also explore topics such as oral history as a primary research method, the claims process, self-governance, and the role of industry and consultation frameworks.

Calendar 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.

Learning Outcomes:

1. Develop a broad understanding of Indigenous history across Canada as it relates to colonialism and self-determination.
2. Identifying and practicing research skills for primary historical research.
3. Applying critical analysis of primary historical research documents.

Required Reading:

Patricia Olive Dickason and William Newbigging. *Indigenous Peoples within Canada, fourth edition*. Oxford University Press, 2018. Cost: \$88.70

Digital version: <https://www.vitalsource.com/en-ca/products/indigenous-peoples-within-canada-olive-patricia-dickason-v9780199028511?term=9780199028511>. Cost: \$43.48

*Additional mandatory readings will be made available on OWL.

| Mode | Dates | Time | Frequency |
|----------------------|-------|-----------------|-----------|
| Virtual asynchronous | N/A | Approx. 3 hours | weekly |

All course material will be posted to OWL: <http://owl.uwo.ca>. Any changes will be indicated on the OWL site and discussed with the class.

If students need assistance, they can seek support on the [OWL Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

[Google Chrome](#) or [Mozilla Firefox](#) are the preferred browsers to optimally use OWL; upgrade your browsers frequently. Students interested in evaluating their internet speed, please click [here](#).

Assignments:

| | | | |
|--------------|---------------------|-----|----------------------------------|
| Assignment 1 | Six Journal Entries | 30% | Throughout semester |
| Assignment 2 | Treaty Review | 20% | October 5 th , 2020 |
| Assignment 3 | ICCP Report | 20% | October 26 th , 2020 |
| Assignment 4 | Research Paper | 30% | November 23 rd , 2020 |

Assignment 1: Student journals - 30%

Due Date: Each journal is due one week after module is accessible.

Students will write a total of six journal entries over the course of the semester. For each module, one or more chapters of *Indigenous Peoples within Canada: A Concise History* will be identified on OWL, and there will be a question posed for each chapter. Students have the option of writing a 250-word response to the chapter of their choice. Each response will be graded out of five.

Deadline: Each journal entry is due every Sunday evening, one-week following the module and lecture.

Assignment 2: Treaty Reflection paper – 20%

Due Date: Monday, October 5th, 2020

Students will choose one of three treaty reports and write a 500-word review, and supply evidence of one primary historical document associated with the treaty.

Historical reports for the three treaties can be found here:

Option 1: Treaty No. 9: [LINK](#)

Option 2: The Williams Treaties: [LINK](#)

Option 3: The Robinson Huron Treaty: [LINK](#)

Beyond offering a short summary of the treaty, Beyond the summary, students are expected to determine if the treaty was negotiated with a mind toward fairness. If this cannot be determined by reading the review alone, the students are expected to familiarize themselves with the supplementary reading list, and beyond that they are expected to relate these historic treaties to ongoing land disputes and settlement discussions. For instance, when a student is investigating the Williams Treaty, they should consider the implications of the treaty in the recent Algonquin land settlement agreement in Eastern Ontario: [LINK](#). Or, when the students are investigating Treaty no. 9, they should consider the implications of the treaty to mineral exploration in the area that has been called the Ring of Fire: (Google “Ring of Fire Ontario” – News).

Assignment 3: Indian Claims Commission review - 20%

Due Date: Monday, October 26th, 2020

Students are required to pick and one decision issued by the Claims Commissioner. These reports can be found in the Indian Claims Commission Proceedings:

<http://publications.gc.ca/site/eng/332492/publication.html>

The reviews must be 500 words in length, and must include a hyperlink to at least 1 annotated primary historical source cited in the Commission’s report. Students are **not** expected to review the entire proceeding, just the case that interests them. Offer your own assessment of the claim based on your informed opinion, and consider using the following questions as your guide:

1. What initiated the claim?
2. What was the rationale of the claim?
3. What was the duration of the claim and steps did the community go through for the claim?
4. How was the claim assessed by the federal government?
5. What was the result of the claim? Was it rejected, ratified, did it go to litigation?
6. Is the result justified? Why or why not in your opinion? Explain.

Assignment 4: Final Essay - 30%

Due Date: November 23rd, 2020

Students will address one of the four following questions in a 1,500 word essay. Students are expected to have a complete bibliography, and at least one primary document.

1. There is no history of Canada without Indigenous history. Yet, Indigenous peoples have largely been erased from the telling of Canadian history. In your essay, provide evidence backing this claim, along with an exploration of why Indigenous history is marginal to the telling of Canadian history.
2. Reconciliation is possible, Reconciliation is not possible, or Reconciliation is simultaneously possible and impossible. Explore this statement and in your essay come up with a critical response to whether you think reconciliation is possible, impossible, or perhaps you have a different opinion. Either way, provide a rationale with examples for your position.
3. Explore the ways in which the development of the agriculture, the state, and the north have been methods of colonization in Canada.
4. Drawing on the lectures, *Indigenous Peoples Within Canada*, and supplementary readings, explore the ways Indigenous governance differs from colonial governance. In your analysis, offer at least three historical examples in which Indigenous governance systems were used to assert self-determination in the face of Canadian governmental action.

Weekly Schedule

| Week | Dates | Topic | Assignment due |
|------|-----------------|---|-----------------------|
| 1 | Sept 9 – 13 | Intro to IS 2213 1. Personal introduction 2. Course overview 3. Assignment review | |
| 2 | Sept 14 – 20 | 1. At the Beginning 2. First Meetings 3. Conducting Primary historical research pt. 1. | |
| 3 | Sept 21 – 27 | 1. On the Eastern edge 2. Confederacies and colonizers 3. Conducting Primary Historical Research pt. 2. | |
| 4 | Sept 28 – Oct 4 | 1. Some Indigenous / Colonial Wars 2. The Struggle against British Colonialism 3. Conducting Primary Historical Research pt. 3. | |
| 5 | Oct 5 – 11 | 1. Westward and Northward 2. The British Alliance of 1812-14 3. Conducting Primary Historical Research pt. 4. | Assignment 2 – Oct. 5 |
| 6 | Oct 12 – 18 | 1. The 'Indian Problem' 2. Towards Confederation | |

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|----|----------------|---|------------------------|
| | | 3. Conducting Primary Historical Research pt. 5. | |
| 7 | Oct 19 – 25 | 1. The Numbered Treaties 2. Time of Troubles 3. Conducting Primary Historical Research pt. 6. | |
| 8 | Oct 26 – Nov 1 | 1. Repression and Resistance 2. Tightening the Reins 3. Research pt. 7 | Assignment 3 – Oct. 26 |
| 9 | Nov 2 – 8 | Reading Week | |
| 10 | Nov 9 – 15 | 1. Development Heads North | |
| 11 | Nov 16 – 22 | 1. Canadian Courts and Aboriginal Rights | |
| 12 | Nov 23 – 29 | 1. The Road to Self-Government | Assignment 4 – Nov. 23 |
| 13 | Nov 30 – Dec 6 | 1. Reconciliation and Revitalization | |
| 14 | Dec 7 – 9 | | |

Evaluation

*Note: Detailed rubrics for each assignment will be provided on OWL.



Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

| | |
|----------|---|
| 0-100 | One could scarcely expect better from a student at this level |
| 80-89 | Superior work which is clearly above average |
| 70-79 | Good work, meeting all requirements, and eminently satisfactory |
| 60-69 | Competent work, meeting requirements |
| 50-59 | Fair work, minimally acceptable |
| below 50 | Fail |

Information about late or missed evaluations:

- Late assessments without illness self-reports will be subject to a late penalty 5% day
- Late assessments with illness self-reports should be submitted within 24 hours of submission of the last illness self-report
- An assessment cannot be submitted after it has been returned to the class; [an alternate assessment will be assigned] OR [the weight will be transferred to the final grade]
- If a make-up assessment is missed, the student will receive an INC and complete the task the next time the course is offered

Communication:



- Students should check the OWL site every 24 – 48 hours
- A weekly update will be provided on the OWL announcements
- Students should email their instructor(s) and teaching assistant(s) with “IS 2213” included in subject line.

- Emails will be monitored daily; students will receive a response in 24 – 48 hours
- This course will use Microsoft Teams for discussions

Professionalism & Privacy:

Western students are expected to follow the [Student Code of Conduct](#). Additionally, the following expectations and professional conduct apply to this course:



- Students are expected to follow online etiquette expectations provided on OWL
- All course materials created by the instructor(s) are copyrighted and cannot be sold/shared
- Recordings are not permitted (audio or video) without explicit permission
- Permitted recordings are not to be distributed
- Students will be expected to take an academic integrity pledge before some assessments
- All recorded sessions will remain within the course site or unlisted if streamed

How to Be Successful in this Class:

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.



1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a routine to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
3. Take notes as you go through the lesson material. Treat this course as you would a face-to-face course. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
4. Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.
5. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
6. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.

Western Academic Policies and Statements

Absence from Course Commitments

[Policy on Academic Consideration for Student Absences](#)

In the interest of the health and safety of students and health care providers, you are no longer required to seek a medical note for absences this term. If you are unable to meet a course requirement due to illness you should use the [Illness Reporting Tool](#). This tool takes the place of the need to submit a medical note and the Self-Reported Absence System formally used by undergraduate students.

You are required to self-report every day that you are ill and unable to complete course commitments. Details about when you should submit missed work, the format of the missed work can be found in the Section 7. Evaluation above. Students should communicate promptly with their instructor and use this tool with integrity.

Accommodation for Religious Holidays

The policy on Accommodation for Religious Holidays can be viewed [here](#).

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examinations dates. These dates as well as other important information about examinations and academic standing can be found [here](#).

Academic Offenses

“Scholastic offences are taken seriously, and students are directed [here](#) to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence.

Accessibility Statement

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 Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#).

Correspondence Statement

The centrally administered **e-mail account** provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts [here](#).

Turnitin and other similarity review software

All assignments will be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. Students will be able to view their results before the final submission. 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 Western University and [Turnitin.com](#).

Support Services

The following links provide information about support services at Western University.

[Academic Counselling \(Science and Basic Medical Sciences\)](#)

[Appeal Procedures](#)

[Registrarial Services](#)

[Student Development Services](#)

[Student Health Services](#)