

HURON UNIVERSITY COLLEGE
HIS4202F: Confronting Colonialism:
Land, Literacies and Learning in Indigenous North America
2019

Meetings: W104 - Fridays: 9:30-12:30

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Contact policy: I am generally in the office from 9 to 5. As long as my door is open, *you are welcome (and encouraged) to come in* and chat about any questions, concerns or aspects of the course you find interesting. I try to return messages left by phone or email as soon as possible; however, due to my teaching and research responsibilities it sometimes takes me some time to reply. Expect at least a twenty-four hour weekday response time.

Course Description: This course explores the changing meaning of literacy and learning in Indigenous societies in response to the arrival and imposition of European epistemologies during the seventeenth, eighteenth and nineteenth century. The course draws on a framework that views *indigeneity* as an evolving concept anchored in a group's maintenance of a sovereign identity and relationship with the land in the face of mounting colonial and imperial pressure to assimilate and dispossess. From within this framework, the course examines how and why Indigenous people engaged and/or did not engage with new forms of education and learning brought by European newcomers in the era before and during the emergence of the North American nation-state.

Course Goal: This course will challenge students to grapple with the complex ways that education and literacy have been used both as imperial and colonial tools to assimilate and dispossess Indigenous people of their lands, culture and political power and how these people have engaged with these tactics to maintain their communities, cultures and land.

Notice: This course involves participating in the Lake Erie Borderlands Field School on October 24 and 25. This trip involves travel to Michigan and Ohio, requiring that students are able to travel to the United States.

Course Objectives: At the end of this course you will...

- Understand literacy as a complex historical subject that must be imbedded in its proper social and historical context
- Be able to discuss the importance of framing our studies with attention given to multiple literacies rather than a singular definition for literacy.
- Be able to explain the historic (and continuing) interconnection between colonialism, land and schooling
- Develop the reading skills that will equip you for advanced study in history, law or education
- Have participated in a large, collective research project with demonstrable and tangible outcomes that can be used in applications for further study or employment

Required Texts:

James Buss, *Winning the West with Words: Language and Conquest in the Lower Great Lakes* (Norman: University of Oklahoma Press, 2011)

Peter Dooyentate Clarke, *Origin and Traditional History of the Wyandotts* (Toronto: Hunter Rose, 1870). Access via the Internet Archive.

Kathryn Labelle, *Dispersed but not Destroyed: A History of the Seventeenth-Century Wendat People* (Vancouver: UBC Press, 2013)

Kathryn Labelle and Thomas Peace, eds. *From Huronia to Wendakes* (Norman: University of Oklahoma Press, 2016)

Course Website: <http://www.huronresearch.ca/confrontingcolonialism/>

Assignments and Evaluation

27 September: Transcriptions Due: 10% (pass/fail)

25 Oct: Grappling with the Jesuit Relations: 15%

2 Dec: Mapping Wendakes: 10%

13 Dec: What does Huron mean?: 35%

Ongoing Participation: 30%

1. Transcription (10% - Due 27 September)

- **Goal:** To learn the importance of scholarly community and accurate transcription.
- **Task:** You will be assigned several chapters from Peter Dooyentate Clarke's *Origin and Traditional History of the Wyandotts*. Comparing the original on Internet Archive with the version they have transcribed using Optical Character Recognition (OCR), you will correct the OCR version to ensure accuracy with the original. To adequately complete this task, you should cut-and-paste your section of the book into a separate MS Word file, making your corrections there. Please use track changes as you complete your work.

- **Evaluation:** This assignment is pass/fail and will be returned to you for correction if there are errors in your transcription.

2. Mapping Wendakes (10% - Due in class and on 6 December)

- **Goal:** To develop and understand the ways in which Wendat and Wyandot peoples lived in North America; their Homelands and the places to which they travelled.
- **Task:** As you move through the assigned readings for this course, you will learn about how Wendat and Wyandot peoples lived in North America. Using Google Maps, you will enter each place of importance mentioned in the readings onto your map, coding the locations as you think most useful. At the beginning of our meetings each week, one student will present their up-to-date map.
- **Evaluation:** The evaluation for the map will be divided between your final product (due on 6 December and worth 5%) and the presentations that you deliver in class (worth 5%)

3. Grappling with the Jesuit Relations (15% - Due 25 October)

- **Goal:** To understand how the *Jesuit Relations* structure our understanding of seventeenth-century Wendat history.
- **Task:** At the beginning of the course, you will be assigned one volume of the *Jesuit Relations* that recounts their work with the Wendat. Your job will be to research and write a 1,000-word critical evaluation of the Jesuits' missionary work. In this critical evaluation, give consideration to who the Jesuits were, their training, and their purposes for creating this source. To what extent are these narratives reliable for teaching us about the Wendat past? To adequately complete this task, you should draw upon at least four journal articles or one academic monograph as well as the assigned readings and *The Dictionary of Canadian Biography*.
- **Evaluation:** In addition to the quality of writing and structure of the argument, this assignment will be evaluated with attention to the following areas:
 - i. Does the essay adequately summarize the volume being studied and the role that the Jesuits played in 17th-century Wendake?
 - ii. The quality of secondary sources and their integration and discussion in the essay.
 - iii. The degree to which the paper addresses the question: To what extent are these narratives reliable for teaching us about the Wendat past?

4. Thinking about Huron (30%):

- **Goal:** To understand Wendat history and how their colonial name, Huron, has been appropriated over the seventeenth, eighteenth, and nineteenth centuries.

- **Task:** In 1859, when describing the choice of the name ‘Huron’ for the newly created diocese of that name, the first Anglican Bishop, Benjamin Cronyn explained: “The name of the Diocese - "Huron" - was adopted at the suggestion of the Hon. G. J. Goodhue, as the new Diocese comprised the hunting ground of the Hurons, whose council fires had for ages lighted up all parts of these western forests.” Your task will be to research and write a paper responding to the following prompt: What did this word mean in mid-nineteenth-century Canada West? There are two lines of research that you may take. Either examine the historical Wendat relationship to the areas that today comprise the Diocese of Huron – or – study how and why the name Huron has become so ubiquitous in this part of the world over the centuries that followed.
 - i. **Proposal and Bibliographies (5%):** You will submit a one-page proposal followed by an annotated bibliography. Proposals should be anchored in research and include a tentative argument clearly explaining how the research will be conducted within the time frame allotted for this assignment. Bibliographies should include *at least* one monographs and six academic articles – OR – two monographs and two academic articles.
 - 1. **DUE: 15 November**
 - ii. **Presentation (5%):** In one of our last two classes (22 or 29 November) you will deliver a 20-minute presentation on your essay topic to solicit critical feedback on your work. Your proposal and bibliography will be circulated to the other students in the course who will provide you with critical feedback and questions for the 10-minutes following your presentation.
 - iii. **Essay (25%):** You will submit a 3,000-word research essay that addresses the task outlined above.
 - **Evaluation of the essay:** In addition to the quality of writing and structure of the argument, this assignment will be evaluated with attention to the following areas:
 - i. The degree to which the paper addresses either (or both) of the assigned tasks.
 - ii. The quality of secondary sources and their integration and discussion in the essay.
 - iii. This assignment replaces a final exam for this course. As such, it is expected that you will draw on the material covered during our in-class meetings and the Lake Erie Borderlands Field School.
5. **Participation (30%):** Each week, participation will be graded out of 10. At the fourth year level, attendance is assumed and will not be marked very highly. You will receive a grade between 4 and 7 depending on participation. Grades of seven and above will be given when you demonstrate that you have come to class prepared for our discussion of the day by making specific references to the assigned readings and their relationship to other classes and our assignments.

Course Outline:

This schedule may change due to the availability of invited guests or other events that will enhance your experience in this course

13 September: Contextualizing the Indigenous Lower Great Lakes

- **Visit the Museum of Ontario Archaeology**
- **Readings:** Clarke, preface to chap. 6
 - Begin *Jesuit Relations* volume

20 September: Contours of Wendat/Wyandot History

- **Readings:** Clarke, chap. 7 to end
 - Continue *Jesuit Relations* volume

27 September: Dispersed but not Destroyed

- **Readings:** Labelle, introduction and part one
 - Continue *Jesuit Relations* volume

3 October: Dispersed but not Destroyed

- **Readings:** Labelle, part two

10 October: From Huronia to Wendakes

- **Readings:** Labelle, part three and epilogue; Peace & Labelle, introduction and conclusion; Buss, introduction.

17 October: Language and Economy across diaspora

- **Readings:** Peace & Labelle, chaps. 5-6; Buss, chap. 2-3.

24-25 October: Lake Erie Borderland Field School

- **Readings:** Peace & Labelle, chaps 2-4; Buss, chap. 1
- **To receive participation grades for this trip, within one week, please submit to me via e-mail a two-page double-spaced reflection on how the field trip informed your understanding of the course's key themes and readings.**

1 November: No Class (in lieu of Oberlin trip and research paper prep)

8 November: Reading Week

- Research Proposals Due

15 November: Vanishing Indians

- **Readings:** Buss, chap. 4 – Epilogue

22 November: Research Paper Presentations

29 November: Research Paper Presentations

Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the Code of Student Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site at: <https://owl.uwo.ca/portal>, and on the Huron website at www.huronuc.on.ca/about/accessibility.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: www.huronuc.ca/student-life-campus/student-services/academic-advising.

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, huronuc.ca/student-life-campus/student-services/academic-advising or review the list of official Sessional

Dates on the Academic Calendar, available here:
<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to: huronuc.ca/student-life-campus/student-services/health-wellness for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly. Additional supports for Health and Wellness may be found and accessed at Western through www.uwo.ca/uwocom/mentalhealth/.

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and

may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as per the Academic Calendar: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for a 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 Western University and Turnitin.com.

Computer-Marked Tests/exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Clickers

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on “Special” Accommodation

Students who require **special** accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://www.sdc.uwo.ca/ssd/index.html> .

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

Students who require academic accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at: <http://www.sdc.uwo.ca/ssd/index.html> .

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .**

University Senate policy, which can be found at,

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf , requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

- (b) **Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a

request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult your Instructor directly.

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf .

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a.** students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b.** any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.
- c.** The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d.** The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper)

during that time;

e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;

f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;

g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.

h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Important Dates and Directory at Huron and Western

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Western – Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>