

HURON UNIVERSITY COLLEGE
HIST 3201E – First Peoples and Colonialism in Canada
2018-2019

Lectures: Tuesdays 3:30-5:30 and Thursdays at 3:30-4:30 - **Room W103**

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Office Hours: Thursdays 2:30-4:30; Fridays 11:30-12:30

Prerequisite(s): 1.0 History course at the 2200 level or above.

A survey of the interaction between North American First Peoples and expanding European and Canadian communities from the sixteenth century to the present. Particular attention will be paid to the effects of European colonialism on Indigenous peoples as well as to First Nations' responses, from resistance, survivance, and accommodation.

Course Goal: At the end of this class students will have a well-developed understanding of the diverse nature of Indigenous societies living within Canada's borders and their interactions with the Canadian state.

Statement of Learning Objectives

Like all history courses, HIS 3201E will help students hone their writing, verbal communication, presentation, critical thinking, and analytical skills as they examine the evolution of different historical interpretations and explanations of Canada's colonial past. More specifically, students will...

- identify and understand the basic similarities and differences between Indigenous cultures living within Canada's borders
- identify the key moments, treaties, pieces of legislation and court rulings that have shaped Canada's relationship with Indigenous peoples
- understand how history has been (and still is) used as a tool of oppression and racism
- develop research and writing tools that respect Indigenous cultures and knowledge

Through our year-long research learning assignment you will...

- understand the specific histories of the Mohawk Institute and Shingwauk Residential School and how they were deeply embedded within the colonial culture of nineteenth century Canada.
- have developed advanced historical research skills and methodologies for interpreting historical documents as well as the ethical demands of conducting research on the histories of Indigenous peoples and colonialism.

COURSE REQUIREMENTS

Weight given to assignments and due dates

1. Field Trip Participation	See Schedule	10% - <i>This is a Pass/Fail Grade</i>
2. Essay 1: Self-Positioning	2 October	5%
3. Document Transcription	30 October	10% - <i>This is a Pass/Fail Grade</i>
4. Project Proposal	6 December	15%
5. Project Posters	12 January	5% - <i>At Woodland Cultural Centre</i>
6. Essay 2: Research	9 April	25%
7. Participation	Ongoing	20%
a. Reading Responses		10%

A Note about the Pass/Fail components if this course: Because HIS 3201E is structured around visiting the Shingwauk Residential Schools Archive and the Woodland Cultural Centre and transcribing manuscript documents related to these collections, these aspects of the course will be assigned full marks upon their completion. This means that attendance on the trips is required and transcriptions must be completed to a professional standard.

Required Texts

Royal Commission on Aboriginal Peoples (RCAP)

Truth and Reconciliation Commission of Canada (TRC), Executive Summary and volumes 1 and 2.

Linda Tuhiwai Smith, *Decolonizing Methodologies*

Thomas King, *The Inconvenient Indian*

Additional Costs: We have raised sufficient funds to support most of the expenses associated with this course. Aside from the cost of our course texts (about \$45 total), you are responsible for your meals during our trip to Sault Ste. Marie and for printing your poster for our January meeting at the Woodland Cultural Centre.

Participation:

Each week we will have common readings. Attendance at, and participation in, tutorials, as well as grading of your critical reading assessments, will account for 30% of the final mark. Participation marks are pro-rated; for example, if you attend only 80% of our classes, you will be eligible for a maximum of 80% of the mark. Accommodation will be made under advisement from Academic Counselling.

For each class meeting, I would like you to complete a **reading response** on OWL. This is an open-ended assignment where I would like you to find online an Indigenous-authored response to the subject at hand (this could be textual, graphic, video, or audio), reflect on each reading and its relationship to the course. One strategy for completing this assignment is to consider the author's argument and how it affects your approach to our course material. How has this reading, and the subject-focused response you found online, changed your perception of our subject matter? What questions does the reading leave with you? What additional resources might you need to consider to fully understand the author's perspective? Essentially, what I am asking you to do is create a journal each week about your engagement with the course. These entries need not be longer than 300 words. Because they will be used during our in-class discussions, I would like them to be complete by **Tuesday morning each week at 8:30 a.m.** These entries will be marked collectively at the end of the year.

Bonus marks will be awards for contributing 200 words to the OWL forums built around Huron's TRC film series. For each entry you will receive 10/10 to replace your lowest weekly participation grade. Films will be screened as part of this series on Sept 18 (Reel Injun), Oct. 17 (Rumble), Jan 16 (Angry Inuk), and Mar 6 (Birth of a Family). All films will be held in the Great Hall starting at 6 p.m. (there if food available at 5:30).

Classroom Conduct: Professional behavior is asked of students and professors at all times in the classroom. Questions and discussions are welcomed, but interruptions, sleeping, talking, surfing the internet, watching movies, updating Facebook, reading the newspaper and eating are not (for example).

Assignments

1) Writing Assignment: Situating yourself in Canada's colonial history

Goal:

- i. To relate your own lived-experiences to the content discussed in class, exploring how your experiences have been shaped by the broader social and historical contexts in which you live.
- ii. To provide students with feedback on their writing that can be applied in future assignments.

Task: Write a short **700-word** reflection on your own position within Canada's colonial past and present. Questions to consider in drafting your reflections:

- i. What is your connection to the land? How do you define the term "land"?
- ii. Upon whose territory do you live? What assumptions/understandings have shaped your answer?

- iii. What is your family history in relationship to the colonization of North America? How have you and your family been shaped by more-global processes of colonialism?
- iv. How will your own experiences of colonialism influence your learning about the history of Indigenous peoples living within Canada's borders?
 - 1. What do you bring to the course?
 - 2. What questions has this assignment sparked, about which you might want to research further?

Specifics:

- i. **No Additional Research Required**
 - ii. **IMPORTANT: You are not required to disclose personal information with which you are not comfortable sharing.**
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2) Document Transcription (Pass/Fail)

Goal: To provide the Woodland Cultural Centre and Shingwauk Residential Schools Centre with transcriptions of the Mohawk Institute attendance register and E.F. Wilson's letterbooks to facilitate future research.

Task: Using MS Excel and Word you will collectively transcribe the Mohawk Institute Register and individually transcribe 10 of E.F. Wilson's letters.

Description: At the core of this course is the digitization and transcription of two important documents related to the early operation of the residential school system in Canada. Each of you will be assigned a certain number of documents to transcribe. At Shingwauk you will receive instruction on how to do this work as well as have adequate time to get started. It is important that this part of our course is done correctly so that your transcriptions provide an accurate understanding of the contents of these documents. As such, we have decided to give this assignment a pass/fail grade. As long as you complete the transcriptions to the standards described on our field school, you will receive full marks. If errors are found in your work, we will expect that you correct them before your grade is awarded.

3) Project Proposal (15%)

Goal: To ensure that you are adequately prepared to tackle the second semester research project.

Tasks:

1. Meet individually with Prof. Peace (Nov. 1 – 9) to discuss your ideas for the project. (**Grade: 2.5%**)
2. Present your idea to the class (Nov. 13, 20, 27). This will involve a 15-minute presentation followed by a 15-minute discussion. A draft of your formal proposal should be pre-circulated to your colleagues before your presentation. (**Grade: 2.5%**)
3. Submit a formal proposal (Dec. 6). (**Grade 10%**) The proposal should include:
 - a. Title
 - b. 1,500-word description of the project; including scholarly discussion
 - c. Detailed calendar setting out deadlines for project completion
 - d. Annotated bibliography of source material (at least three books and four articles; exclusive of the RCAP and TRC final reports, which should also be drawn upon)

Description: By November we will have visited the Woodland Cultural Centre, Shingwauk Residential Schools Centre, and completed our transcriptions of these historic documents. In consultation with the Woodland Cultural Centre and the Shingwauk Residential Schools Centre, we will spend considerable time during this month developing a project upon which you will work during the second semester. The purpose of this project is to conduct background research on an aspect of the documents that you will have digitized and transcribed that will make them useful to these institutions and future researchers.

Expectations for this assignment: Though you are just proposing this research project, it is expected that you will develop an understanding of the literature you will draw upon over the course of this process. A good project proposal will include a discussion about what the scholarship on your subject says. In not assigning readings in November, I expect that you will be very familiar with the literature that appears in your final project proposal submission.

4) Project Posters (Grade 5%)

Goal: To receive feedback on your projects before you begin more in-depth research.

Task: You will design a 2 x 3 foot academic poster encapsulating your formal project proposal.

Description: On 12 January, we will be sharing our project proposals with the broader community at the Woodland Cultural Centre. To do this, I would like you to prepare, print, and bring with you an academic poster conveying your project to a public audience. Ryan Rabie from Huron's Library will come into our class at the end of November in order to prepare you adequately for this assignment. Posters will be evaluated based on their

aesthetic value (how will it visually convey your ideas) as well as how you digested your formal proposal into poster form.

5) Research Essay (Grade 25%)

Goal: To produce a high-quality research report that can be used to help better contextualize either the attendance register or Wilson's letterbooks.

Task: You will write an essay of between 3,500 and 4,000 words in the style outlined by the Chicago Manual of Style (17th edition). **(Grade 20%)** You will deliver this research in 10-minute presentations at the Woodland Cultural Centre on 6 April. **(Grade 5%)**

- **Note:** You are welcome to propose a different format for your final project (i.e. audio podcast, documentary film, etc...). If you would like to pursue this option, please set up a meeting with Prof. Peace by the end of the first semester.

Description: This class is part of a larger research project that focuses on providing the Woodland Cultural Centre and Shingwauk Residential Schools Centre with material that will support their work. In addition to the digitized documents and transcriptions, it is our hope to also pass along the research created by this class. As such, this research project should develop our understanding of one particular aspect of the documents we've studied. Your research will only be passed along to these research centres with your express consent and with you listed as the author.

Expectations for this assignment: Because there is no exam in this course, it is expected that in addition to the research you conduct for this project, you will likewise demonstrate a command of the course material.

A Note about Essays

The essays in this course are designed to build the skills necessary for historical analysis. The first assignment aims to evaluate your writing skills and provide useful feedback for your subsequent work. The second essay focuses on your analysis of our primary sources, while the third is a research paper that incorporates all of the skills you will learn over the year. Brief instructions on essays follow below, and more detailed handouts will be given closer to the date of the assignment.

Papers submitted by email will not be accepted. Each paper must be submitted in class in paper form and to Turnitin.com via OWL on the due date, or late penalties will apply. ***Students should also retain their research notes as the instructors may ask them to provide them.*** Students who fail to produce their research notes when asked for them risk being assigned a grade of zero on the assignment.

Footnotes or endnotes must always be used in a history paper. Consult the syllabus (see pages 5-7) for guidance. The reference librarian, Colleen Burgess, can also help you. Essays will normally have between two and five footnotes per page. Notes are used for several reasons: most commonly, to document little-known facts, to provide references for quotations, and to acknowledge the borrowing of ideas. Occasionally, they are used to provide important material that cannot neatly or logically be inserted into the text.

IMPORTANT NOTE: We've included basic stylistic instructions in this syllabus. **Failure to follow these guidelines will result in the paper being returned to you unmarked.** An automatic 5% deduction will also be made from your assignment's final mark. Upon notification that you submitted an incomplete assignment, you will have one week to make the necessary corrections before late penalties will again be applied.

Final Exam: There will not be a final exam in this course. You will, however, be expected to present your work at the CURL showcase at Huron and the Woodland Cultural Centre.

Appeals: Should you wish to discuss a mark on an assignment with the professor, you must wait a day after receipt of the assignment so that you can digest the comments on the assignment properly. Should you wish to appeal a mark in the course, first, prepare a written rationale for your appeal, and then consult your instructor. Most often, we will have the other professor re-grade your paper. If you wish to appeal further, consult Professor Nina Reid-Maroney, Chair of the History Department.

COURSE SCHEDULE

How to read this schedule:

Week #: General Topic for the Two Classes during the Week

- Readings to be completed in preparation for the week's lectures

Date of Tuesday Class: Lecture Subject

Date of Thursday Class: Lecture Subject

6 Sept: Deshkan Ziibi

Week 1: Introductions

- Royal Commission on Aboriginal Peoples (RCAP), vol. 1, "Thanksgiving Address," 1-5.
- Paulette Regan, *Unsettling the Settler Within*, introduction.

11 Sept: Welcome (Guests Dan and Mary Lou Smoke)

13 Sept: Introduction to the course

Week 2: Hollywood, Stereotypes, and Historical Thinking

- Philip J. Deloria, *Indians in Unexpected Places*, introduction and conclusion
- James Merrell, "Second Thoughts on Colonial Historians and American Indians," *William and Mary Quarterly*, 3rd ser. 69 no. 3 (July 2012): 452-512.

18 Sept: **Modified Class Meeting – 6-9 p.m. Great Hall:** Film screening: *Reel Injun*

- Feedback on your reading response will be provided on OWL

20 Sept: No Class

22 Sept: Visit to the Woodland Cultural Centre (All Day)

Week 3: Institutions, Imperialism, and Power

- Linda Tuhiwai Smith, *Decolonizing Methodologies*, introduction and chap. 2: "Research through Imperial Eyes."
- Audra Simpson, *Mohawk Interruptus: Political Life across the Borders of Settler States*, chap. 3, "Constructing Kahnawà:ke as an 'Out-of-the-Way' Place: Ely S. Parker, Lewis Henry Morgan, and the Writing of the Iroquois Confederacy."
- Colleen Burgess and Thomas Peace, "19th Century Legacies in 21st Century Historical Research Practice," *ActiveHistory.ca*, 8 January 2018, <http://activehistory.ca/2018/01/19th-century-legacies-in-21st-century-historical-research-practice/>

25 Sept: Investigating Institutional Structures of Power (Meeting in the library)

27 Sept: No Class

Week 4: The Truth and Reconciliation Commission in Context

- RCAP, “Opening the door,” “Getting Started,” “Conceptions of History;” 6-19 and 36-46
- J.R. Miller, *Residential Schools and Reconciliation: Canada Confronts Its History*, chap. 2: “The State Investigates: The Royal Commission on Aboriginal Peoples.”
- Truth and Reconciliation Commission of Canada (TRC), *Honouring the Truth, Reconciling for the Future* (2015), Preface, Introduction and Commission Activities.

2 Oct: Visit to the Diocesan Archives (John Lutman)

- **Essay 1 Due**

4 Oct: No Class

Week 5: Reading Week Shingwauk Residential School Field School

- **Dates: 10-12 October**
- **Cost: All costs are covered for this trip except your lunches and dinners.**
- Readings:
 - TRC, *Honouring the Truth*, The history and The legacy.
 - Chap. 12: “Shingwauk Hall Indian Residential School/Wawanosh School for Girls,” (OWL)
 - *From Teaching Wigwam to Shingwauk University* (OWL)
 - Crystal Fraser and Zoe Todd, “Decolonial Sensibilities: Indigenous Research and Engaging with Archives in Contemporary Colonial Canada,” http://www.internationaleonline.org/research/decolonising_practices/54_decolonial_sensibilities_indigenous_research_and_engaging_with_archives_in_contemporary_colonial_canada

Week 6: Colonialism, Research, and Cultural Appropriation

- Linda Tuhiwai Smith, *Decolonizing Methodologies*, chap. 1 and 3
- Misao Dean, *Inheriting a Canoe Paddle: The Canoe in Discourses of English-Canadian Nationalism*, chap. 7: “Recapitulation: The Canadian Canoe Museum”
- Leanne Betasamosake Simpson, “How to Steal a Canoe”

16 Oct: Lecture and Discussion of the Readings

18 Oct: No Class

Week 7: Decolonizing Research and Framing our Projects

- Linda Tuhiwai Smith, *Decolonizing Methodologies*, chaps. 5-8.

23 Oct: Lecture and Discussion of the Readings

25 Oct: No Class

Week 8: The Social Life of Stories

- King, Prologue - chap. 5

30 Oct: Lecture and Discussion of the Readings

1 Nov: Group Meetings with Prof. Peace

Week 9: Indigenous America

- King, Chaps 6-10, Discussion Guide

6 Nov: Lecture and Discussion of the Readings

- **Transcriptions Due**

8 Nov: Group Meetings with Prof. Peace

Week 10: Proposal Presentations

- Pre-circulated project proposals

13 Nov: Project Proposal Presentations

15 Nov: No class

Week 11: Proposal Presentations

- Pre-circulated project proposals

20 Nov: Project Proposal Presentations

22 Nov: No Class

Week 12: Investigating our Projects

27 Nov: Library Activity and Poster-making Workshop

29 Nov: No Class

Week 13: Proposals due

4 Dec: No Class

6 Dec: No Class

***** WINTER BREAK*****

Week 14: Woodland Cultural Centre Presentations

8 Jan: No Class

10 Jan: No Class

12 Jan: Poster Presentations at the Woodland Cultural Centre (all day)

Week 15: Encountering New Peoples and the European Doctrine of Discovery

- TRC, vol. 1, chap. 1: Colonialism in the Age of Empire
- Open History Seminar: Chap. 3: Ceremonies of Possession

15 Jan: Lecture and Discussion

17 Jan: Individual Meetings with Prof. Peace

Week 16: Encountering Religious and Cultural Difference

- TRC, vol. 1, chap. 2: The churches and their mission of conversion
- TRC, vol. 1, chap. 3: Residential schooling in French Canada: 1608-1763
- Open History Seminar: Chap. 5: Colonialism and Christianity

22 Jan: Lecture and Discussion

24 Jan: Individual Meetings with Prof. Peace

Week 17: Encountering Political Difference and Violence

- TRC, vol. 1, chap. 4: Treaty-making and betrayal: The roots of Canada's Aboriginal policy
- TRC, vol. 1, chap. 5: Pre-Confederation residential schools
- TRC, vol. 1, chap. 6: Mission schools in the Canadian West: 1820-1880
- Open History Seminar, chap. 6: Treaties in Historical Context

29 Jan: Lecture and Discussion

31 Jan: Individual Meetings with Prof. Peace

Week 18: Encountering the Colonial State

- TRC, vol. 1, chap. 7: Confederation, colonization, and resistance
- TRC, vol. 1, chap. 9: Laying the groundwork for the residential school system

5 Feb: Lecture and Discussion

7 Feb: No Class

Week 19: Controlling Political Difference

- Trick or Treaty, NFB

12 Feb: Lecture and Discussion

14 Feb: No Class

*****Feb. 19-23: Reading Week *****

Week 20: Controlling Religion and Culture

- TRC, vol. 1, chap. 8: National and international models for Canada's residential schools
- Group 1: TRC, vol. 1, chap. 10: Student accounts of residential school life: 1867-1939
- Group 2: TRC, vol. 1, chap. 11: Establishing and operating the system: 1867-1939
- Group 3: TRC, vol. 1, chap. 12: The struggle over enrolment: 1867-1939
- Group 4: TRC, vol. 1, chap. 13: The educational record of residential schools: 1867-1939

26 Feb: Group reading presentations and Discussion

28 Feb: No Class

Week 21: Recognizing Failure

- TRC, vol. 2, chap. 32: Operating and dismantling the system: 1940-2000
- TRC, vol. 2, chap. 33: The educational record: 1940-2000
- Groups 1 and 2: TRC, vol. 2, chap. 34: The schools as child-welfare institutions: 1940-2000
- Groups 3 and 4: Holly McKenzie et al., "Disrupting the Continuities among Residential Schools, the Sixties Scoop, and Child Welfare: An Analysis of Colonial and Neocolonial Discourses," *International Indigenous Policy Journal* vol. 7, no. 2 (2016)

5 Mar: Lecture and Discussion

7 Mar: No Class

Week 22: Resisting and Surviving Colonial Control

- TRC, vol. 1, chap. 30: Parents respond and resist: 1867-1939
- TRC, vol. 2, chap. 45: Getting to the Settlement Agreement
- Open History Seminar: White Paper/Red Paper

12 Mar: Lecture and Discussion

14 Mar: No Class

Week 23: Project Presentations

19 Mar: Practice Presentations

21 Mar: No Class

Week 24: Project Presentations

26 Mar: Practice Presentations

28 Mar: No Class

Week 25: Final Presentations at Woodland Cultural Centre

2 Apr: No Class

4 Apr: No Class

6 Apr: Final Presentations at Woodland Cultural Centre (all day)

Week 26: Wrap-up

9 Apr: Course Wrap Up/Next Steps

12 Apr: CURL Showcase

Department of History Appendix

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Written assignments are due at the beginning of class. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title

¹ They should be in Arabic, not Roman numerals or letters.

- The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.



The Appendix to Course Outlines is posted on the OWL course site.

Tentative Agendas for Field Trips

22 September 2018 – Woodland Cultural Centre

- 8:30 a.m. – Leave Huron
- 10:00 a.m. – Arrive at the Woodland Cultural Centre (WCC)
- 10:10 a.m. – Introduction (Paula)
- 10:30 a.m. – Film tour of the Mohawk Institute
- 11:30 a.m. – Tour of the galleries
- 12:30 p.m. – Lunch
- 1:30 p.m. – Education Workshop: Mohawk Institute and Six Nations Land Claims
- 3:30 p.m. – Leave WCC
- 5:00 p.m. – Arrive at Huron

10 October – 12 October – Shingwauk Residential School Archives

- 10 October
 - 7:00 a.m. – Leave Huron
 - 5:00 p.m. – Arrive and check-in
 - 7:00 p.m. – Introduction to Shingwauk
 - 9:00 p.m. – Adjourn for the evening
- 11 October
 - 9 a.m. – Workshop: E.F. Wilson’s Letterbooks, digitization, and good archival practices
 - 10:30 a.m. – Digitization and transcription (working in groups)
 - 12:00 p.m. – Lunch
 - 1:00 p.m. – Digitization and transcription (working in groups)
 - 5:00 p.m. – Adjournment for the day (evening free)
- 12 October
 - 9 a.m. – Digitization and transcription (complete work)
 - 11:30 a.m. – Closing and goodbyes
 - 12:00 p.m. – Depart Sault Ste. Marie
 - 10:00 p.m. – Arrive at Huron

12 January 2019 – Woodland Cultural Centre (Public Poster Session)

- 8:30 a.m. – Leave Huron
- 10:00 a.m. – Arrive at WCC and set up posters
- 11:00 a.m. – Opening remarks
- 2:00 p.m. – Pack up posters
- 2:30 p.m. – Leave WCC
- 5:00 p.m. – Arrive at Huron

6 April 2019 – Woodland Cultural Centre (Final Session)

- 11:30 a.m. – Leave Huron
- 1:00 p.m. – Arrive at WCC and set-up posters
- 2:00 p.m. – Presentations begin
- 5:00 p.m. – Pack-up
- 5:30 p.m. – Depart WCC (wrap-up dinner in Brantford)
- 9:00 p.m. – Arrive at Huron