

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

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

Dr. Thomas Peace

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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