

HURON UNIVERSITY COLLEGE
HIS4202F: Confronting Colonialism:
Land, Literacies and Learning in Indigenous North America
2015-2016

Meetings: W17 – Mondays: 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, this 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.

Research Learning: This course is also part of professors Amy Bell and Thomas Peace's research learning study as part of our 2014 John and Gail MacNaughton Prize for Excellence in Teaching. The goal of this study is to better understand and develop methods for teaching history through project-based research learning. As such, the course is designed around a common research project involving students in both HIST 3801E and HIST 4202F. The project itself is described below. Its core component, though, will be having you (students in HIST 4202F) prepare resources upon which the students in HIST 3801E can build during the winter semester. Our study of this pedagogy involves the completion of two anonymous questionnaires at the beginning and end of term as well as a short reflection paper as a take home exam. **To maintain confidentiality you may opt out of this study by contacting our student assistant.** Because the reflection paper comprises part of your final grade you must complete this exercise even if you opt out of the study.

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.

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 education
- 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:

Lisa Brooks, *The Common Pot: The Recovery of Native Space in the Northeast*, (Minneapolis: University of Minnesota Press, 2008).

Background Reading: <http://muskratmagazine.com/second-generation-survivor-uses-19th-century-racist-relic-as-teaching-tool/>

Assignments and Evaluation

- 13 Oct: Upper Canada from Primary Sources: 20%
- 26 Oct: Essay Proposals: 10%
- 9 Nov: Mapping Publications: 10%
- 23 Nov: Working with Primary Sources: 10%
- 7 Dec: Research Essays: 25%
- 22 Dec: Research Learning Reflection: 5%
- Ongoing Participation: 20%

All work completed as part of these assignments will be made available through our course website. It is the uploaded online version of this material that will be graded. At the beginning of the semester, Lauren Hogg will visit our class to provide you with instructions about how to upload your work to the site.

1. Upper Canada from Primary Sources (20%)

- **Goal:** To introduce students to Upper Canada in the first half of the nineteenth century through rare books in Huron's collections. To hone critical analysis skills linking the contexts provided in these books with our course content.
- **Task:** Each student will choose one of the books below to review and evaluate. After reading the book, you will write a short 750-1,000 word essay outlining the text's suitability as an additional resource for scholars interested in using the Indigenous language texts in Huron's Rare Book Collection. Essays should highlight areas of the book that will be particularly useful for students' future work in this course as well as students taking HIST 3801E. It may happen that you do not find that your text will be useful. If that is the case, focus your paper

on the limitations of the source and what it tells us about Upper Canada's past. Each essay should be followed with a short bibliography outlining one monograph and two articles that will help readers of your essay better understand the text you studied.

- **Evaluation:** These essays will be graded based on the clarity of argument put forward in the paper, your understanding of Upper Canada's history, your ability to situate the text within the overall goals of the class, the quality and applicability of your supporting resources as well as the overall quality of writing.
- **DUE: 13 October**
- **Texts (texts will be selected on a first come, first serve basis):**

BV 2813.S73R46	Waddilove	Report and correspondence of the late Bishop of Quebec's Upper Canadian Travelling Mission Fund
BV 2813.S73S73	Waddilove	The Stewart missions : a series of letters and journals
E90.S2V2	Van Dusen, Conrad	The Indian chief : an account of the labours, losses, sufferings, and oppression of Ke-zig-ko-e-ne-ne (David Sawyer) a chief of the Ojibbeway Indians in Canada West.
E99.C6J7	Jones Peter	History of the Ojebway Indians, with especial reference to their conversion to Christianity. With a brief memoir of the writer; and introductory notice by G. Osborn.
BX 5612.A4 O9 OVERSIZE		Our Work Among the Indians
BS 345 .C52 1861		Ewh Kechetwah-Muzzeneegun
FC 3067 .2 . B38	Beaven, James	Recreations of a long vacation, or A visit to Indian missions in Upper Canada
BV 2100.K55	Kingsmill, Joseph	Missions and missionaries: historically viewed from their commencement
E 99 C6W6	Wilson, Edward Francis	Missionary Work Among the Ojebway Indians
BX 5611. 0684	Bettridge, William	A brief history of the church in Upper Canada
BX5800.S85 v. 1/2	Frost, Frederick	Sketches of Indian Life

2. Mapping Publishers (10%)

- **Goal:** To create a series of maps that help us understand where these texts were published and to critically engage with the broader networks that these maps present to us.

- Task:** Using the Anishinaabemowin and Anishinaabemowin/English books found in our library's *Guide to Native American Material*, the Fisher Rare Book Library's online catalogue, and *Masinahikan: Native Language imprints in the Archives and Libraries of the Anglican Church of Canada*, you will plot the place each text was published using Google Maps. I have created a layer for each of these bibliographies on our map. Use the colour "red" for each book except those whereby the city's name is written in Anishinaabemowin; in those cases, use the colour "green." With your layers, you will write a short 250-word summary to contextualize your work, including two academic articles as references for further reading.

Google Maps URL:
https://www.google.com/maps/d/edit?mid=zZ0RiGiGRv44.kehHJN1kV2_M&usp=sharing
- Evaluation:** This project will be done in teams of two. You will be graded collectively based on the accuracy and interpretation of your map. Summaries and the works cited for further reading should tie your map directly into the themes we've explored in class.
- Due: 9 November**

3. Working with primary sources (10%):

- Goal:** To critically evaluate and transcribe a manuscript primary source.
- Task:** Using one of the collections from the Diocese of Huron Archives outlined below, students will select and transcribe two documents they think most tightly relate to the subject matter covered in this course. These transcriptions will be placed on our course website with a 250-word introduction describing the document's importance for the project at hand.
- Evaluation:** Students will be evaluated based on the accuracy of their transcriptions and the degree to which their source and written introductions adequately situate their document within our in-class readings and broader course goals. **You must include a digital image of each page of your document on the website.**
- DUE: 23 November**

Simpson Brigham	1875-1926	Clergy Personnel Records
Albert Anthony	1876-1932	Clergy Personnel Records
Henry Chase	1885-1972	Clergy Personnel Records
Isaac Bearfoot	1885-1911	Clergy Personnel Records
John Jacobs	1845-1897	Clergy Personnel Records

4. Research Essay (35%):

- **Goal:** Students will write a collection of papers that helps to situate Huron's collection of Indigenous language texts within their historical context creating resources for the future use of students in HIST 3801E, Library and Archives Staff, and academic researchers.
- **Task:** After our visit to the archives and Thomas Fisher Rare Book Library, we will discuss research topics that might be appropriate for this course. Students will be encouraged to think broadly about this subject, situating these books within the over two hundred year history studied in this course.
 - i. **Bibliographies:** Students will submit a two-page proposal and 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 course. Bibliographies should include *at least* two monographs, and four academic articles. - 10%.
 1. **DUE: 26 October**
 - ii. **Essays:** Students will submit a 3,500 – 4,000 word research essay that both discusses the historiography of your chosen topic (i.e. discuss what historians have written on the subject) as well as how your research relates to the collection of Ojibwe-language texts in Huron's Rare Book Collection - 25%.
 1. **DUE: 7 December**
- **Texts:**

BS 345.C55 1844 and BS 345.C55 1875	Hall, Sherman	Iu otoshki-Kikindiuin au kitogimaminan gaie bemajiinvng Jesus Krist : ima Ojibue ineuining giizhitong : the New Testament of Our Lord and Saviour Jesus Christ.
BV 510.C5C6 1860	Jones, Peter	A Collection of Ojibway and English hymns for the use of the native Indians
BS 345.C57M3 1897		The gospel according to Matthew: English and Ojibway versions in parallel readings
BV 510.C5J2 1895	Jacobs, John	A Collection of Ojibway and English hymns
BV 510.C5O44		Ojibway hymn book
BX 5145.A6C5 and BX 5145.A6C5 and BX 5145.A6C5 1889 and BX 5145.A6O44	Church of England	Book of Common Prayer. Ojibwa
BX 2187.C5B37	Baraga, Frederic	Katolik enamiad o nanagatawendamowinan
BX 5145.A6M86	Church of England	Morning and evening prayer, the administration of the sacraments, and certain other rites and ceremonies of the Church of England : together with hymns, Munsee and English
PM 851.W8	Wilson, Edward	The Ojebway language: a manual for missionaries and

	Francis	others employed among the Ojebway Indians.
PM 853.C53 pt. 2		A Cheap and concise dictionary in two parts : Ojibway Indian language

5. Research-Learning Reflection (5%)

- **During the exam period, at home, students will write a 500-word reflection answering the following question:** Assess the strengths and weaknesses of using Huron's rare book collection to learn about the eighteenth and nineteenth century history of the Lower Great Lakes.
- **Due 22 December**

6. Participation (20%): 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 drawing on readings and other assignments.

Course Outline (13-week semester):

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

14 September: Introduction: Studying Indigenous Peoples and Identifying our Biases

- Film: Reel Injun

21 September: Assessing the Collections and a brief introduction to the Lower Great Lakes

- Introduction to Huron's Rare Book Collection
- Introduction to the Diocesan Archives
- Reading: Smith, *Sacred Feathers*, chaps 5-6 (66-97)
- Reading: Erica Commanda, "Second Generation Survivor Uses 19th Century Racist Relic as Teaching Tool," <http://muskratmagazine.com/second-generation-survivor-uses-19th-century-racist-relic-as-teaching-tool/>

*****IMPORTANT: WE WILL MEET FOR A TRIP TO TORONTO ON FRIDAY 25 SEPTEMBER (PREPARATORY READING LISTED BELOW)*****

28 September: No Class - Trip to Thomas Fisher Rare Book Library (Sept 25)

- Brendan Frederick R. Edwards, "The Nineteenth Century: 'Read, Write, and worship God daily,' The Missionary's tools: the written word, books, and education," in *Paper Talk: A History of Libraries, Print Culture, and Aboriginal Peoples in Canada before 1960*

5 October: Indigenous Literacies (Visit with Alan Corbiere and Susan Glover)

- Alan Corbiere, “‘Their own forms of which they take the most notice’: Diplomatic metaphors and symbolism on wampum belts,” in Corbiere et al., *Anishinaabewin Niiwin*, M’Chigeeng, ON: Ojibwe Cultural Foundation, 2014), 47-64.
- Heidi Bohaker, "Indigenous Histories and Archival Media in the Early Modern Great Lakes," in Matt Cohen and Jeffery Glover, eds., *Colonial Mediascapes: Sensory Worlds of the Early Americas*.

12 October: Thanksgiving Day – No Class

19 October: Cultures of Alphabetic Literacy

- Germaine Warkentin, “In Search of ‘The Word of the Other’: Aboriginal Sign Systems and the History of the Book in Canada,” *Book History*, 2.1 (1999): 1-27.
- Discussion of Upper Canada through Primary Sources assignments (You should read and be prepared to discuss each other’s papers)

26 October: Oralities and Literacies

- Elizabeth Elbourne, “Orality and Literacy on the New York Frontier: Remembering Joseph Brant”
- Germaine Warkentin, "Dead Metaphor or Working Model? 'The Book' in Native America," in Matt Cohen and Jeffery Glover, eds., *Colonial Mediascapes: Sensory Worlds of the Early Americas*.

2 November: Literacies and the Expansion of New France

- Peace, draft article, "Borderlands, Primary Sources and the Longue Durée: Jesuits, Schools and Indigenous education in the St. Lawrence Valley, 1600-1850"
- Discussion of essay proposals (please read everyone's proposals and come prepared to make constructive critiques)

9 November: Connecting Land, Literacies and Learning

- Brooks, *The Common Pot*, introduction
- Brooks, Chapter 1: "Alnôbawôgan, Wlôgan, Awikhigan: Entering Native Space."

16 November: Literacies and the confrontation of settler expansionism

- Brooks, Chapter 2: “Restoring a Dish Turned Upside Down: Samson Occom, the Mohegan Land Case, and the Writing of Communal Remembrance.”
- Mapping Publications Discussion (Read and review our Google Map as well as contextual introductions)

23 November: Literacies and Schooling under British and American colonialism

- Hilary Wyss, “Narratives and Counternarratives: Producing Readerly Indians in Eighteenth-Century New England” in *English Letters and Indian Literacies: Reading, Writing, and New England Missionary Schools, 1750-1830*.
- Linford Fisher, "Educating," *The Indian Great Awakening: Religion and the Shaping of Native Cultures in Early America*.

30 November: Gender and literacy

- Hilary Wyss, "Mary Occom and Sarah Simon: Gender and Native Literacies in Colonial New England," *The New England Quarterly*, 79, no. 3 (Sept 2006): 387-412.
- Hilary Wyss, "Native Women Writing: Reading Between the Lines," *Tulsa Studies in Women's Literature* 26, no. 1 (Spring 2007): 119-125.
- Discussion of Archival Source transcriptions (Read and review all of your colleagues transcriptions and introductions)

7 December: Literacies, Land and Legacy

- Brooks, chapters 5-7

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision 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.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario 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 Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, 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.

Academic Accommodation for Medical/Non-Medical Grounds

Requests for Accommodation on Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://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:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.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 informed 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 normally consult with the Assistant Dean, Student Success. The instructor's decision is appealable to the dean.

Requests for 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 informed 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 normally consult with the Assistant Dean, Student Success. The instructor's decision is appealable to the dean.

Requests for Accommodation on Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. 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 informed 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 normally consult with the Assistant Dean, Student Success. The instructor's decision is appealable to the dean.

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, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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.

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

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.

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 Needs

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/?requesting_acc

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.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

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: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>