The University of Western Ontario

FIRST NATIONS STUDIES 2213F

Historical Issues:

From Pre-Contact to the 1969 White Paper

Fall 2018

M/W/F 12:30-1:30, Room UCC-37

Instructor: Diana Lewis, Assistant Professor
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Lecture Dates: M/W/F 12:30-1:30
Office hours: M/W 2:00-3:00 (or by appointment)
Location: SSC-3213

I take this opportunity to welcome students to the traditional territory of the Attawandaran, Anishinaabe, Haudenosaunee, and Leni-Lunaape Peoples.

Course Description: This course uses history as the foundation of knowledge for examining key issues related to Indigenous peoples in Canada. The timeframe covers the pre-contact era, to the earliest encounters with European settlers up to the 1969 White Paper. Topics may include, but will not be limited to, aboriginal rights and title, treaty making across Canada, development of colonial policy, residential schools, relocation and centralization, child welfare, and the 1969 White Paper.

Antirequisite(s): First Nation Studies 2217F/G; the former Anthropology 2217F/G.

Learning Outcomes:

Many students who take this class ask why they did not learn more about Indigenous histories in the provincial school system. Canadians are only just starting to grasp the troubling legacy of how Canada has treated Indigenous people. After taking this course, students will be able to engage more critically about the role and place of Indigenous peoples in the history of Canada and be able to discuss and explore these issues from a number of different perspectives.

Students will have the opportunity to learn about pre-Confederation legislation, the British North America Act, 1867, Indian Act, 1876 (and its amendments), and the treaties that the Crown negotiated with various groups across the county. Students will also become very familiar with the Indian Residential School system and the 1960s Scoop, the impacts of which continue to manifest in Indigenous populations to this day.
Required Text(s):

Methods of Evaluation:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Due</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Based on # of classes missed: 0 = 5%; 1-3 = 4%; 4-5 = 3%; 6-7 = 2%; 8 = 1%; 9 or more = 0%.</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Test 1</td>
<td>The first test will cover from pre-contact to the Peace and Friendship Treaties in the Atlantic Region</td>
<td>Oct. 1st</td>
<td>20%</td>
</tr>
<tr>
<td>Test 2</td>
<td>The second test will cover from the <em>Royal Proclamation of 1763</em> to colonial administration over ‘Indians’.</td>
<td>Oct. 29</td>
<td>20%</td>
</tr>
</tbody>
</table>
| Assignment # 1 - Blog | 5 Posts, each post is worth 5%:  
- Pre-contact to Peace and Friendship Treaties  
- Royal Proclamation and Upper Canada Treaties  
- Métis Resistance/Numbered Treaties  
- Indian Residential School system  
Total | Oct. 5  
Oct. 29  
Nov. 16  
Nov. 28  
Dec. 3 | 5%  
5%  
5%  
5%  
25% |
| Assignment # 2 - Term Paper | | Dec. 14 | 30% |

Important Policies

*Policies for Assignment Deadlines:*
Extension of deadlines or alternate dates for tests will be granted only for documented illness or compassionate reasons. Workloads (i.e., other class work, projects, readings, employment) do not count as a reasonable excuse. Late submissions will be penalized at a rate of 4% per day, to a maximum of 20%.

*A Note on Plagiarism:*
Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).
Plagiarism Checking:
All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for 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 (www.turnitin.com).

Policies on Examinations

**No** electronic devices will be allowed during tests.

Policy on Laptops and other Electronics/Phones in Class:
Laptops are permitted in class but if it is observed that students are online or on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of every class.

Policy on Accommodation for Medical Illness
Western’s policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

Accessibility Options:
Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website: www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic 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: www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health
Students who are in emotional/mental distress should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.
Course Schedule and Readings:

**Class Schedule**

Note: This schedule may be subject to change. If there are any changes, we will discuss in class first. We may not discuss or cover all readings in class, however, they are intended to give added context to what is being covered. Readings should be read before the Monday of the week they are assigned.

**Theme: Pre-contact and Early Contact**

September 7th – Review Syllabus

September 10th – Lecture - Ta’n Weji’squalia-tiek – From Where we Sprouted

Required reading: On OWL

- **Handout – Assignment # 1 – Blog Assignment (25%)**

September 12 & 14th - Lectures - What does decolonizing achieve?

Required Readings: On OWL

September 17, 19 & 21st - Lectures - 1500s and 1600s - Early Contact Period

Required reading – On OWL
Theme: Peace and Friendship Treaties in the Atlantic Region

September 24, 26 & 28th - Lectures - 1650s to 1750s – Atlantic Region up to the Peace and Friendship Treaties

Required reading - On OWL

Required reading: Textbook
    ▪ Chapter 1 – ‘There is no end to relationship among the indians’: Early Commercial Compacts. Pages 3-32 (29 pages)
    ▪ Chapter 2 - Trade & Peace we take to be one thing: Treaties of Peace and Friendship and Alliance. Pages 33--65. (32 pages).


October 1st – Test # 1 (20%)

October 3 – No class

October 5th – Review Test # 1

Blog # 1 Due October 5th – Pre-contact to Peace and Friendship Treaties (5%)

Fall study break October 8-12

Theme – Royal Proclamation and Upper Canada

October 15, 17 & 19th –*Royal Proclamation, 1763 and Upper Canada Treaties*

Required reading – On OWL
  o *Royal Proclamation, 1763*

Required reading: Textbook
    ▪ Chapter 3 – And whereas it is just and reasonable…The Royal Proclamation and the Upper Canadian Treaties. Pages 66-92. (26 pages).
    ▪ Chapter 4 – From our lands we receive scarcely anything: The Upper Canadian Treaties. Pages 93-122. (29 pages).
Theme: Development of Colonial Administration over Indians

October 22, 24 & 26 – Bagot Commission 1844, Constitution Act, 1867, Indian Act, 1876.

Required reading - On OWL
- Bagot Commission Report (44 pages)
- RCAP – VOL 1 – Chapter 9 - The Indian Act (Pages 235-265)

In class we will look at:
- Indian Affairs Annual Report 1864
- Department of Interior Annual Report 1877

October 29th – Test # 2 (20%)

Blog # 2 Due October 29th – Royal Proclamation, 1763 to Indian Act, 1876 (5%)

October 31 – Review Test # 2

Theme: Métis in Canada

November 2 & 5th
- Lecture - Red River Resistance/Northwest Resistance/Ontario Métis

Required reading - On OWL
  - Chapter 18 – The many fronts within Confederation. (14 pages)
  - Chapter 20 – As the old way fades, the new looks bleak. (12 pages)
  - Chapter 21 – Time of troubles, Time of Repression. (14 pages)

Theme: Numbered Treaties

November 7 & 9th - Lectures - Treaties 1 to 7 (1871-77)

Required reading. Textbook
  - Chapter 6 – I think that the Queen Mother has offered us a new way: The Southern Numbered Treaties, 1871-1877. (36 pages)

November 12 – No class in lieu of Remembrance Day

November 12 – Last day to drop half course
November 14 - Treaties 8 to 11 (1899-1921)

- Chapter 7 – An empire in itself: The Northern Numbered Treaties, 1899-1921. (34 pages)

**Theme: Why were treaties not negotiated in Quebec and BC?**

November 16 – Lecture – What happened in Quebec and BC? Why were there no treaties negotiated?

- Handout – Assignment # 2 – Term Paper (30%)

**Blog # 3 Due November 16**<sup>th</sup> – Métis resistance and numbered treaties. (5%)

**Theme: Canada’s Indian Residential School System**

November 19, 21 & 23 - Lectures – Indian Residential Schools.

Film: We were Children (80 minutes) – Arrange evening viewing with Elder present (agreed to in class).

**Disturbing Content – Elder will be available to debrief for those who need support after viewing this film.**

Required reading - On OWL

- Royal Commission on Aboriginal Peoples – *Residential Schools* (11 pages)

In class we will look at:

- Davin Report 1879
- Shubenacadie Indian Residential School records

November 26 – Guest speaker: Elder/TBD.

**Theme: 60s Scoop/Centralization and Relocation**

November 28 - Lecture – 60s Scoop

Required reading - On OWL


**Blog # 4 Due November 28**<sup>th</sup> – Indian residential schools. (5%)
November 30 – Lecture - Centralization and Relocation

- Students to watch film before class: Exile (Relocation from Nunavik to Ellesmere Island in High Arctic (48 minutes) (http://www.isuma.tv/fr/isuma-productions/exile-0)

  Required reading - On OWL

**Theme: 1969 White Paper**

December 3 – Lecture - 1969 White Paper

  Required reading - On OWL
  o Statement of the Government of Canada on Indian Policy, 1969 (13 pages)

**Blog # 5 Due December 3rd** – Centralization and relocation/1960s Scoop. (5%)

December 5th – Blog post sharing.

December 7 – No class.

**Term Paper: Due December 14, 2018 (30%)**