

HURON UNIVERSITY COLLEGE
HIST 3201E – FIRST PEOPLES AND COLONIALISM IN CANADA
2020-21

WEEKLY SYNCHRONOUS ZOOM MEETING: Thursdays 6:30-7:30 PM

Prof. Bradley Melle

Email: bmelle@uwo.ca

Office Hours: Thursdays @ 2:00pm (Zoom)

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

Office: Remote

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COURSE DESCRIPTION

A survey of the interactions between North American First Peoples and expanding European and Canadian communities from the sixteenth century to the present. Weekly units will explore themes such as contact, trade, religion, warfare, land, health, and power, and will investigate underlying ideologies driving the different manifestations of colonialism in Canada. Particular attention will be paid to the traumatic effects of colonialism within Indigenous communities, Indigenous resistance, survivance, and accommodation, as well as movements for sovereignty and healing.

COURSE LEARNING OBJECTIVES

By the end of this course, successful students will be able to...

- ▶ **recount** the complicated historical impact of colonialism on nations of Indigenous peoples in Canada through immersion in an interdisciplinary scholarship on resilience, resistance, trauma, and healing, regularly evaluated through a series of concrete assignments
- ▶ **identify** key events, ideologies, treaties, and pieces of legislation that have shaped Canada's relationship with Indigenous peoples from the sixteenth century to the twenty-first
- ▶ **construct** persuasive, enthusiastic, and refined arguments through an array of both minor and major assignments designed to hone writing, verbal communication, research, critical/reflective, and analytical skills
- ▶ **situate** themselves within Canada's colonial history, reckon with uncomfortable realities, recognize the ongoing effects of colonialism, and come to view themselves as treaty people through a series of reflective assignments

► **develop** a posture of healthy engagement with issues relating to Indigenous peoples and the colonial legacy through regular interactions with other students across digital interfaces

DESCRIPTION OF CLASS METHODS

For the 2020-21 academic year, HIST 3201E is designed to be completed online, and includes both synchronous and asynchronous components. Rather than revolving around a three-hour period of lecture and discussion each week, this course will proceed through **weekly units**. Each weekly unit begins immediately after our Thursday night synchronous meeting and concludes at our *next* synchronous meeting on the following Thursday. Weekly units are organized around a particular historical theme and feature readings, lecture videos, assignments, forum engagement, and an opportunity for real-time interaction. Each weekly unit represents approximately eight hours of course work per week. Each component of the course is described in more detail below.

► **THURSDAY EVENING:** While the original time slot for this course was Thursday from 6:30 – 9:30pm, due to the nature of an online course we will, instead, meet for roughly one hour on Thursday nights from 6:30 – 7:30pm on Zoom. This synchronous gathering constitutes THE MEETING, which is the concluding component of the weekly unit. More detail on THE MEETING can be found at the end this weekly unit outline.

► **THURSDAY NIGHT:** Following our synchronous meeting, I will post the relevant materials for the upcoming week to OWL, including any necessary documentation, lecture videos, and assignments. The readings will be posted to OWL at the beginning of the semester. While students are free to work through the weekly materials in any way they choose, I do recommend following the weekly schedule outlined below in the attached infographic.

 **READINGS:** In order to gain proficiency over the course material in an online environment, readings will be considered **essential**. Unlike the traditional in-person lecture format, the readings will serve as the major conduit for your acquisition of historical information. Each weekly unit will feature a few chapters of easily digestible textbook reading as well as 2-3 scholarly articles. Establishing a habit of completing all the readings each week will be crucial to doing well in this course. This will be regularly assessed through the weekly assignments.

 **LECTURE VIDEOS:** Traditionally, lectures account for more than two hours of course work per week, however attempting to recreate that experience online is not be tenable. Instead, I will be posting a short and concise weekly video which will serve more of a *clarifying* role, rather than an informative one. I will use this opportunity to more directly connect the weekly topic, readings, and assignments to broader course themes and learning outcomes, and provide context and interpretative guidance. The weekly video will be published to OWL following our synchronous meeting.

► **WEEKLY ASSIGNMENTS:** Each weekly unit will feature four main opportunities for participation. This includes an organizational assignment, a reflective assignment, a forum for asynchronous engagement through Microsoft Teams, and the synchronous Zoom meeting. These assignments will be diverse and may incorporate experiential learning, multimedia, and group work. Each component will be worth 10 points (for a total of 40/week), which will be assessed on a weekly basis. ***If you choose to do the assignments regularly you will do well.*** Not only does the weekly work make up the largest piece of the final grade, a number of assignments will be geared towards preparing you for the essays and exams.

 **ORGANIZATIONAL ASSIGNMENTS:** There will be one assignment each week that is *organizational* or *concrete* in nature. These are designed to help you recount the information you have acquired through the readings and lecture video and organize it in a structured way. The organizational assignment is designed to ensure that you are keeping up with the readings, and may include multiple choice, fill-in-the-blanks, short answer quizzes, visualizations, research exercises, etc. The organizational assignment may be co-opted to contribute towards preparing for major assignments when they are in the purview.

 **REFLECTIVE ASSIGNMENTS:** Reflective assignments are more *personal* and *ruminative* in nature and provide you with an opportunity to locate yourself within the content of the course. They offer you the chance to express your thoughts and interpret the information you are acquiring in thoughtful and meaningful ways. This may include watching a video and reflecting on the implications of decolonization, providing a recording of a small group Zoom chat, or a more conventional written response.

 **MICROSOFT TEAMS FORUM:** HIST 3201E will also feature a Microsoft Teams forum for asynchronous, inter-personal engagement, where students are expected to contribute regularly each week. Early in the weekly unit I will post something to the forum that tangentially relates to the weekly topic and theme (e.g. a news article, YouTube video, podcast, etc.) and students will be invited to comment and respectfully respond to one another. Additionally, students are invited to post their own media findings, thoughts, or reflections to the forum, providing an opportunity to externalize their own developing ideas, research, and processes within a public space.

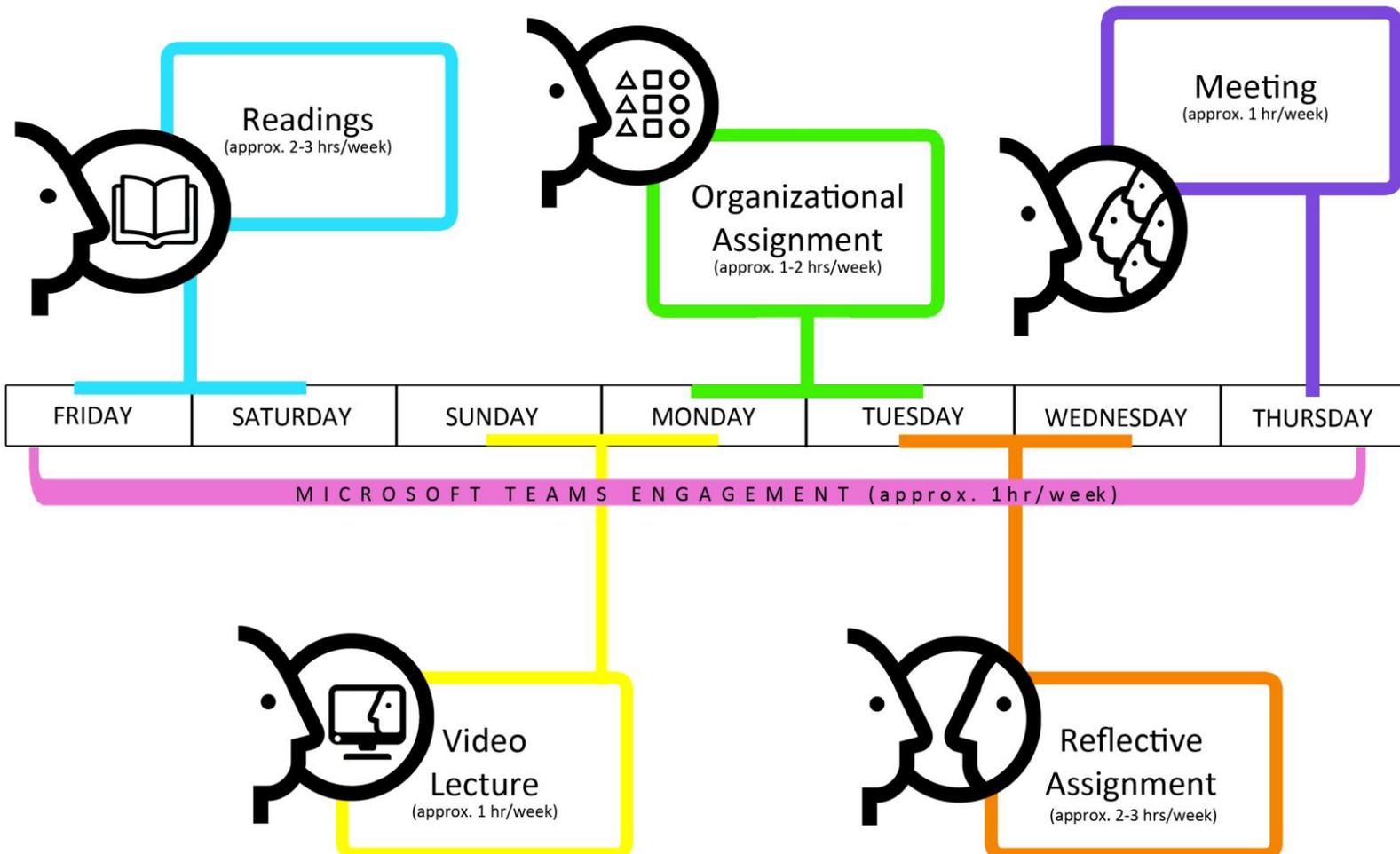
 **THE MEETING:** Students must have the readings completed, lecture watched, weekly assignments submitted, and Teams engagement concluded by Thursday at 6:30pm. At that time, I will host our synchronous Zoom meeting. This serves a few different purposes. Firstly, it provides us with an opportunity to meet “face-to-face,” recap the week, and engage with one another in real time. We will discuss questions and issues that may have arisen during the week, address housekeeping matters, and share insights we have garnered. The synchronous meeting also provides a final participation opportunity, both through speaking and live chat. At the end of our Zoom meeting, the previous weekly unit will conclude, and the next will begin.

Note → If students are unable to attend the synchronous meeting due to time zone restrictions, please contact me at the beginning of the semester for alternatives.

 **MAJOR ASSIGNMENTS:** While a great deal of emphasis is placed on weekly work in this online course, major assignments still play an important role. Writing skills, critical-analytical thinking, and effective communication remain essential in the twenty-first century, and, as such, will be exercised throughout this course. More detail on the major assignments is provided in the METHOD OF EVALUATION AND ASSESSMENT section of the course outline.

The following infographic outlines my **recommended** process for managing the weekly workflow effectively in HIST 3201E. Students are required to have the weekly work completed by Thursday at 6:30pm, but do **not** have to complete the various components on the days described below. It is offered only as a helpful visual approximation to begin thinking in terms of weekly work.

Recommended Weekly Workflow



TEXTBOOK

► Olive Patricia Dickason's *Canada's First Nations: A History of Founding Peoples from Earliest Times* (either third or fourth edition) is **required** for HIS 3201E.

► All other secondary materials will be made available to you on the OWL site.

METHOD OF EVALUATION AND ASSESSMENT

COURSE COMPONENT	Due Date	Final Grade Weight
WEEKLY WORK	<i>Each Thursday by 6:30pm</i>	40%
REFLECTION PAPER	Due: October 30 th , 2020	10%
TAKE-HOME MID-COURSE EXAM	Due: TBD	10%
FINAL PAPER	Due: March 19 th , 2021	20%
TAKE HOME FINAL EXAM	Due: TBD	20%



► **WEEKLY WORK** is composed of four major components, listed below. All WEEKLY WORK is due by Thursdays at 6:30PM. Late submissions will not be accepted. WEEKLY WORK is evaluated on a weekly basis according to the following rubric:

WEEKLY COMPONENT	Weight
ORGANIZATIONAL ASSIGNMENT 	30%
REFLECTIVE ASSIGNMENT 	30%
MICROSOFT TEAMS ENGAGEMENT 	25%
MEETING PARTICIPATION 	15%

► With multiple participation opportunities woven into this course each week, you have a number of different ways to demonstrate active engagement with the course materials, and so the grade is not *only* dependent on your willingness to verbally speak in the synchronous meeting. If you do the readings diligently, submit all the weekly materials, engage regularly on the Teams forum, and attend and participate in the meeting, you will do very well.

► **REFLECTION PAPER: SITUATING YOURSELF IN CANADA'S COLONIAL HISTORY (4-5 PAGES, 10%)**

DUE DATE: 30 October 2020 by 11:59pm on OWL

DESCRIPTION: Where do you, as an individual, fit into Canada's colonial history, and how does this shape your approach to the course material? This short paper provides you with an opportunity to reflect on your own lived experience of Canada in relation to the content of the course. It also gives me the opportunity to provide you with feedback on your writing that can help shape your future work in the course.

REQUIREMENTS:

- The content for your paper can be engaged with from various angles. You should feel free to take the paper in a direction of your choosing, reflecting on aspects of your own experience that you find meaningful.
- Begin with *brainstorming*. Ask yourself some of questions listed below and any others that come to mind. Write down your initial ideas, whatever they may be. Then proceed to *organize* those ideas into a structure that makes sense.
- Even though this is a reflective paper, it needs to have a thesis statement. In this case, the thesis statement should be ***a concise, single sentence claim that captures the focused core of what you are trying to communicate through the paper as a whole.***
- No additional research is required
- You are *not* required to disclose any personal information with which you are not comfortable sharing
- 4-5 pages (standard margins, double-spaced, 12-font, Times New Roman)
- Title page (Paper title, name, date, course code, instructor name)
- Due: 30 October 2020 at 11:59PM, uploaded to OWL

GUIDING QUESTIONS: Below are some brainstorming questions you can use to jump start the reflecting process.

- Where do you, as an individual, fit into Canada's colonial history?
- How would you categorize yourself within Canada's history? Do you identify as Indigenous? A multi-generational settler? A recent immigrant? Something else?
- What does "land" mean to you? What is your connection to the land? Has this changed in your lifetime?
- What is your own family's history in relation to the colonization of North America?
- How do your answers to the above questions shape your approach to this course?
- What perspective do you bring to this course?
- What questions have emerged from this assignment that you wish to research further?

► **TAKE-HOME MID-COURSE EXAM (5-6 PAGES, 10%)**

DUE DATE: TBD (as scheduled by the Office of Registrar during the December exam period)

DESCRIPTION: This take-home mid-course exam will be based upon the material covered in the first half of the course, including readings, lecture videos, and weekly work. You will have a window of ten days to complete the exam. More details will be provided closer to the date.

REQUIREMENTS

- Due: TBD
- Length: 5-6 pages (standard margins, double-spaced, 12-font, Times New Roman)

► **FINAL PAPER: CONTEXTUALIZED ANALYSIS (12-15 PAGES, 20%)**

DUE DATE: 19 March 2021 by 11:59pm on OWL

DESCRIPTION: For the final research paper, you will produce an argumentative essay focusing on the experience of a particular Indigenous nation within a specified timeline, organized around a single theme. Weekly assignments in the second semester will provide opportunities to scaffold your paper preparation. More details will be provided closer to the date.

REQUIREMENTS:

- Due: 19 March 2021 by 11:59PM on OWL
- Length: 12-15 pages (standard margins, doubled-spaced, 12-font, Times New Roman)

► **TAKE-HOME FINAL EXAM (20%)**

DUE DATE: TBD (as scheduled by the Office of the Registrar during the April exam period)

DESCRIPTION: The take-home final exam will provide you with an opportunity to clearly communicate your comprehension of the course materials and will assess your ability to think historically about contemporary events. More details will be provided closer to the date, and you will be provided with a document designed to assist with studying.

REQUIREMENTS

- Due: TBD

SCHEDULE OF WEEKLY UNITS AND READINGS

► FIRST SEMESTER: SEPTEMBER – DECEMBER 2020

SEPTEMBER 10TH @ 6:30PM

FIRST MEETING

1. SEPTEMBER 10TH – 17TH

SETTING THE STAGE

● Hunt, Dallas. "Nikîkîwân 1: Contesting Settler Colonial Archives through Indigenous Oral History." *Canadian Literature* 230/231 (Autumn 2016): 25-42.

● Coates, Ken S. "Mutual Discovery: Tribal Peoples and the First Wave of Globalization." In *A Global History of Indigenous Peoples: Struggle and Survival*, 64-92. Houndmills, Basingstoke, Hampshire, UK: Palgrave Macmillan, 2004.

○ *Dickason Textbook*: "Introduction," "Canada When Europeans Arrived"

2. SEPTEMBER 17TH – 24TH

EARLY ENCOUNTERS

● Lutz, John S. "Introduction: Myth Understandings; or First Contact, Over and Over Again." In *Myth and Memory: Stories of Indigenous-European Contact*, by John S. Lutz, 1-14. Vancouver, BC: UBC Press, 2007.

● Turner, Nancy J. & Patrick von Aderkas. "Sustained by First Nations: European newcomers' use of Indigenous plant foods in temperate North America. *Acta Societatis Botanicorum Poloniae* 81, no. 4 (2012): 295-315.

● Pendergast, James F. "The confusing identities attributed to Stadacona and Hochelaga." *Journal of Canadian Studies* 32, no. 4 (Winter 1997/1998): 149-167.

○ *Dickason Textbook*: "On the Eastern Edge of the Mainland," "People of the Sunrise"

3. SEPTEMBER 24TH – OCTOBER 1ST

INDIGENOUS PEOPLES AND CHRISTIANITY – 17TH & 18TH CENTURIES

● Greer, Allan. "Conversion and Identity: Iroquois Christianity in Seventeenth-Century New France." In *Conversion: Old Worlds and New*, edited by Kenneth Mills & Anthony Grafton, 175-98. Rochester, NY: University of Rochester Press, 2003.

● Hornborg, Anne-Christine. "Ritual Practice as Power Play or Redemptive Hegemony: The Mi'kmaq Appropriation of Catholicism." *Swedish Missiological Themes* 92, no.2 (2004): 169-193.

○ *Dickason Textbook*: "Hurons, Five Nations, and Europeans"

4. OCTOBER 1ST – 8TH

FUR TRADE AND KINSHIP NETWORKS

● Sleeper-Smith, Susan. "Women, Kin, and Catholicism: New Perspectives on the Fur Trade." *Ethnohistory* 47, no.2 (Spring 2000): 423-452.

● Dickason, Olive Patricia. "From "One Nation" in the Northeast to "New Nation" in the Northwest: A look at the emergence of the metis." In *The New Peoples: Being and Becoming Métis in North America*, edited by Jacqueline Peterson and Jennifer S. H. Brown, 19-36. Winnipeg, MB: University of Manitoba Press, 1985.

○ *Dickason Textbook*: "Huronian's Loss in the Bay's Gain," "Amerindians in the French New World," "On the Great Plains," "Westward and Northward"

5. OCTOBER 8TH – 15TH

INDIGENOUS PEOPLES AND COLONIAL WARFARE

● Bohaker, Heidi. " 'Nindoodemag': The Significance of Algonquian Kinship Networks in the Eastern Great Lakes Region, 1600-1701." *The William and Mary Quarterly* 63, no.1 (January 2006): 23-52.

● Winegard, Timothy C. "Your Home on Native Land? Conflict and Controversy at Caledonia and the Six Nations of the Grand River." In *Blockades or Breakthroughs? Aboriginal Peoples Confront the Canadian State*, edited by Yale D. Belanger & P. Whitney Lackenbaur, 411-444. Montreal/Kingston: McGill-Queen's University Press, 2014.

o *Dickason Textbook: "Some Amerindian-Colonial Wars"*

6. OCTOBER 15TH – 22ND
FROM ALLIES TO "IRRELEVANCE"

- Miller, J.R. "Chapter Five: From Alliance to "Irrelevance."" In *Skyscrapers Hide the Heavens: A History of Native-Newcomer Relations in Canada*, Fourth Edition, by J.R. Miller, 87-104. Toronto, ON: University of Toronto Press, 2018.
- Russell, Peter H. "Chapter Five: Three Wars and Three Betrayals Lead to the Subjugation of His Majesty's Indian Allies." In *Canada's Odyssey: A Country Based on Incomplete Conquests*, by Peter H. Russell, 73-89. Toronto, ON: University of Toronto Press, 2017.
- Benn, Carl. "Chapter Eight: 'Give Us Hopes of Finding Some Relief' - 1815 and Beyond." In *The Iroquois in the War of 1812*, by Carl Benn, 174-193. Toronto, ON: University of Toronto Press, 1998.

o *Dickason Textbook: "Turntable of 1812-14"*

7. OCTOBER 22ND – 29TH
EARLY SETTLER COLONIALISM

- Smith, Donald B. "The Dispossession of the Mississauga Indians: A Missing Chapter in the Early History of Upper Canada." In *Historical Essays on Upper Canada: New Perspectives*, edited by J.K. Johnson & Bruce G. Wilson, 23-52. Montreal/Kingston: McGill-Queen's University Press, 1989.
- Den Otter, A.A. "Chapter One: British North Americans Against the Wilderness." In *Civilizing the Wilderness: Culture and Nature in Pre-Confederation Canada and Rupert's Land*, 1-30. Edmonton, AB: University of Alberta Press, 2012.

o *Dickason Textbook: "Amerindians in a Shifting World"*

8. (LONG WEEKLY UNIT) OCTOBER 29TH – NOVEMBER 12TH
"THE INDIAN" IN THE COLONIAL IMAGINATION

● Raibmon, Paige. "Introduction: Authenticity and Colonial Cosmology." In *Authentic Indians: Episodes of Encounter from the Late-Nineteenth Century Northwest Coast*, by Paige Raibmon, 114. Durham, NC: Duke University Press, 2005.

● Lutz, John Sutton. "Chapter Three: Making the Lazy Indian." In *Makúk: A New History of Aboriginal-White Relations*, by John Sutton Lutz, 31-48. Vancouver, BC: UBC Press, 2008.

● Anderson, Mark Cronlund & Carmen L. Robertson. "Introduction." In *Seeing Red: A History of Natives in Canadian Newspapers*, by Mark Cronlund Anderson & Carmen L. Robertson, 3-18. Winnipeg, MB: University of Manitoba Press, 2011.

○ *Dickason Textbook*: "Canadian Aboriginal World in the Early Nineteenth Century"

9. NOVEMBER 12TH – 19TH

THE CANADIAN TAKEOVER

● Gaudry, Adam. "Fantasies of Sovereignty: Deconstructing British and Canadian Claims to Ownership of the Historic North-West." *NAIS: Journal of the Native American and Indigenous Studies Association* 3, no.1 (January 2016): 46-74.

● Ens, Gerhard J. "Prologue to the Red River Resistance: Pre-liminal Politics and the Triumph of Riel." *Journal of the Canadian Historical Association* 5, no.1 (1994): 111-123.

○ *Dickason Textbook*: "Pre-Confederation Administration in the Canadas," "The Many Fronts of Confederation"

10. NOVEMBER 19TH – 26TH

THE NUMBERED TREATIES

● Steward, Fenn. "Grey Owl in the White Settler Wilderness: "Imaginary Indians" in Canadian Culture and Law." *Law, Culture and the Humanities* 14, no.1 (2018): 161-181.

● Venne, Sharon. "Understanding Treaty 6: An Indigenous Perspective." In *Aboriginal Treaty Rights in Canada: Essays of Law, Equality, and Respect for Difference*, edited by Michael Asch, 173-207. Vancouver, BC: UBC Press, 1997.

○ *Dickason Textbook*: "First Numbered Treaties, Police, and the Indian Act"

11. NOVEMBER 26TH – DECEMBER 3RD

THE RESERVE SYSTEM

● Carter, Sarah. "Two Acres and a Cow: 'Peasant' Farming for the Indians of the Northwest, 1889-97." *The Canadian Historical Review* 70, no.1 (1989): 27-52.

● Harris, Cole. "How Did Colonialism Dispossess? Comments from an Edge of Empire." *Annals of the Association of American Geographers* 94, no.1 (March 2004): 165-182.

● Vowel, "Why Don't First Nations Just Leave the Reserve?" In *Indigenous Writes: A Guide to First Nations, Métis, and Inuit Issues in Canada*, by Chelsea Vowel, 260-267. Winnipeg, MB: Portage & Main Press, 2017.

○ *Dickason Textbook*: "As the Old Way Fades, the New Looks Bleak,"

12. (SHORT WEEKLY UNIT) DECEMBER 3RD – 8TH

ASSIMILATION

● Smith, Derek G. "The 'Policy of Aggressive Civilization' and Projects of Governance in Roman Catholic Industrial Schools for Native Peoples in Canada, 1870-95." *Anthropologica* 43, no.2 (January 2001): 253-271.

● Armitage, Andrew. "Chapter Four: Canada: The General Structure of Canadian Indian Policy." In *Comparing the Policy of Aboriginal Assimilation: Australia, Canada, and New Zealand*, by Andrew Armitage, 70-99. Vancouver, BC: UBC Press, 1995.

► **SECOND SEMESTER: JANUARY – APRIL 2021**

(The full list of readings will be provided to you in November)

13. JANUARY 7TH – 14TH

INDIGENOUS PEOPLES AND CHRISTIANITY: 19TH AND EARLY 20TH CENTURY

14. JANUARY 14TH – 21ST

CONTROLLING INDIGENOUS BODIES

15. JANUARY 21ST – 28TH

ACCELERATED COLONIALISM ON THE PACIFIC NORTHWEST

<p>16. JANUARY 28TH – FEBRUARY 4TH <i>DETERIORATION OF INDIGENOUS HEALTH</i></p>
<p>17. FEBRUARY 4TH – 11TH <i>INDIGENOUS RESISTANCE</i></p>
<p>18. FEBRUARY 11TH – 25TH <i>INDIGENOUS POLITICAL MOBILIZATION: 1906-1969</i></p>
<p>19. FEBRUARY 25TH – MARCH 4TH <i>THE ARCTIC AND THE COLD WAR: SEDENTARIZATION & EXTRACTIVE COLONIALISM</i></p>
<p>20. MARCH 4TH – 11TH <i>URBANIZATION AND PAN-INDIANISM</i></p>
<p>21. MARCH 11TH – 18TH <i>THE QUEST FOR SOVEREIGNTY AND SELF-GOVERNMENT</i></p>
<p>22. MARCH 18TH – 25TH <i>INDIGENOUS PEOPLES AND CHRISTIANITY: 20TH AND 21ST CENTURIES</i></p>
<p>23. MARCH 25TH – APRIL 1ST <i>INTERGENERATIONAL TRAUMA AND THE ABORIGINAL HEALING MOVEMENT</i></p>
<p>APRIL 1ST @ 6:30PM <i>FINAL MEETING</i></p>

RULES AND REGULATIONS

The History Department has specified that:

1. All written assignments are to be submitted electronically following your professor's instructions. Students are responsible for making sure they are familiar with each professor's policy on electronic submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to OWL. Late penalties are calculated according to calendar day, including Saturdays.
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. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

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
 - o The title of a book is underlined or written in *italics*.

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

- The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*

3..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.

4. 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.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

<http://www.history.utoronto.ca/undergraduate/essays.html#footnotes>. Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



Appendix to Course Outlines: Academic Policies & Regulations 2020 - 2021

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.

While in the physical classroom or online 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 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: 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 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.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, <https://huronatwestern.ca/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.

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 and on the Huron website at, <https://huronatwestern.ca/about/accessibility>.

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.

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

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: <https://huronatwestern.ca/academic-advising>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/contact-directory>.

Copyright Regarding Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course website he/she should ask for the student's written permission.

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, it is also 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 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 (<https://www.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.

Academic Accommodation for Students With Disabilities

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://academicsupport.uwo.ca/>.

Please review the full policy at, https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy at

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

Students whose absences are expected to last longer than 48 hours, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation.

Requests for Academic Consideration Using the Self-Reported Absence Form

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.

Please note the following conditions that are in place for self-reporting of medical or extenuating circumstances:

- Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- 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.

- 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.
- 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.
- 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.

Please review the full policy at,

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

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

- (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 Huron Support Services/ Academic Advising

Where the grounds for seeking accommodation are not medical (e.g. varsity sports, religious, compassionate, bereavement) the student should contact an academic advisor directly. All accommodation requests must include a completed [Accommodation Request Form](#). Late penalties may apply at the discretion of the instructor.

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.

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, www.uwo.ca/uwocom/mentalhealth/.

Important Dates & Directory

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>
- **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>