

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

Meetings: W102 - Mondays: 12:30-2:30

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 how literacies, education, and schooling became crucial sites of negotiation between North American and European peoples during the seventeenth, eighteenth, and nineteenth centuries. The course draws on two importance conceptual frameworks. First, the concept of *indigeneity* is 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. Second, the concept of *settler colonialism* is treated as a historical phenomenon traceable through the study of literacies, schooling, and education. From within these frameworks, the course examines how and why Indigenous peoples 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. The focus of the course will be on Wendat (Huron) history and Huron University College's appropriation of that name.

Prerequisite(s): 2.0 courses in History at the 2200 level or above or permission of the department.

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 peoples of their lands, cultures and political power and how these peoples have engaged with these tactics to maintain their communities, cultures and land.

Course Objectives: Through the lens of Wendat history, by the end of the course you will...

- Be able to explain the historic (and continuing) interconnection between colonialism, land, literacies, and schooling.
- Understand literacy as a complex historical subject that must be embedded 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.
- 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)

Georges Sioui, *Huron-Wendat: The Heritage of the Circle* (Vancouver: UBC Press, 1999)

Course Website: <http://www.huronresearch.ca/confrontingcolonialism/>

Assignments and Evaluation

4 October: Transcriptions Due: 10% (pass/fail)
25 Oct: Grappling with the Jesuit Relations: 15%
8 Nov: Essay Proposal and Bibliographies Due: 5%
22 Nov: Mapping Wendakes: 10%
Exam Period (set by the registrar): Naming Huron: 30%
Ongoing Participation: 30%

1. Transcription (10% - Due 4 October)

- **Goal:** To learn the importance of scholarly community and accurate transcription.
- **Task:** You will be assigned a chapter 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% - Prepared for each class and on 22 November)

- **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 ARCGIS Online, 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 22 November and worth 5%) and the presentation 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 Ehen?
 - ii. The quality of secondary sources and how they are integrated and discussed 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. Naming 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 “Huron” 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 since the Wendat moved away from Wendake Ehen.

- 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: 8 November**

- ii. Presentation (10%):** In one of our last two classes (29 November or 6 December) you will deliver a 10-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 (20%):** 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.

- 5. Participation (30%):** Each week, participation will be graded out of 10. At the fourth year level, attendance is assumed and will not be scored 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 Schedule:

13 September: Introduction: Contours of Wendat/Wyandot History

- **Film:** René Sioui Labelle, *Kanata: Legacy of the Children of Aataentsic* (NFB, 1999): https://www.nfb.ca/film/kanata_legacy_of_the_children/

20 September: Thinking about concepts (Meeting in the Letterpress Studio)

- **Indigeneity & Settler Colonialism:** Victoria Freeman, "Toronto Had No History!" Indigeneity, Settler Colonialism, and Historical Memory in Canada's Largest City," *Urban History Review* vol. 38, no. 2 (Spring 2010): 21-35.
- **Literacies:** 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.
- **Space, Maps, and Literacies:** Lisa Brooks, "Introduction: A Map to the Common Pot," in *The Common Pot: The Recovery of Native Space in the Northeast* (Minneapolis: University of Minnesota Press, 2008), xix-xlvi.
 - Begin *Jesuit Relations* volume for assignment

27 September: Contextualizing the Indigenous Lower Great Lakes (transcriptions due)

- **Visit the Museum of Ontario Archaeology (Guests: Dan and Mary Lou Smoke)**
- **Readings:** Sioui, introduction and chaps 1-2

4 October: Who are the Wendat? (transcriptions due)

- **Readings:** Sioui, chap. 3 and conclusion.

11 October: Thanksgiving Holiday

18 October: Who are the Jesuits?

- **Readings:** Labelle, introduction and chaps 1-4 and 6

25 October: *Survivance*, From Huronia to Wendakes (Guests: Catherine Tamarro and Linda Sioui) (Jesuit Relations due)

- **Readings:** Labelle, part three (chaps. 8-10)
 - Peace & Labelle, introduction and conclusion
 - Buss, introduction.

1 November: Reading Week

8 November: Enumerating the Lake Erie Borderland (Proposals Due)

- **Readings:** Labelle, chap. 5
 - Peace & Labelle, chaps 2-4
 - Buss, chap. 1

15 November: Petitions and Diplomacy

- **Readings:** Peace & Labelle, chaps. 5-6
 - Buss, chap. 2-3.

22 November: Telari-o-lin and Vanishing Indians (Maps Due)

- **Readings:** Buss, chap. 4 – Epilogue

29 November: Research Paper Presentations

6 December: Research Paper Presentations

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

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

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 2021 - 2022

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 enroll 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.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

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.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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 website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

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 (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (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.

Statement on Use of Personal Response Systems (“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 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/accommodation_illness.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. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

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/student-life/student-services/>.

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/faculty-staff-directory/>.

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 Advising website, <https://huronatwestern.ca/student-life/student-services/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.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academicsupport.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

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, <https://www.uwo.ca/health/>.