

The University of Western Ontario  
2012 - 2013

**First Nations in Canadian History**  
**First Nations Studies 2901 E/ History 2209E**  
**Monday 7-10 pm - Room: UCC 67**

**Prof:** Susan M. Hill

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**Office Hours:** Mon 2-4; by appointment

**Calendar Description:**

First Nations peoples are the original inhabitants of Canada. This course will examine history recorded since European contact with all possible efforts to privilege an Aboriginal point of view and the contribution Aboriginal peoples have made and continue to make to Canada as a nation-state and as a cultural community.

**Course Description:**

This course will explore histories of peoples Indigenous to lands within the boundaries of contemporary Canada (this will include peoples on the Canada/US border), from both topical and thematic approaches. Emphasis will be placed on Indigenous constructions of history, with an examination from the inside outwards. Students will learn to identify Indigenous peoples and their territories, gain an understanding of Indigenous constructions of history, analyze the impacts of European contact and settlement and consider the implications for a shared Indigenous-Canadian society. Students will be expected to engage in a variety of assignments and projects for this course. These will include the evaluation of primary documents, reviewing the written records of oral and other non-Western historical records, and a major research project focusing on either a specific Indigenous Nation or a particular methodological question/concern.

**Learning Objectives:**

Students will gain a greater understanding of the complex historical relationship between Indigenous peoples and the Canadian nation state with an emphasis on the role of treaties, environment and the British Crown. Specifically, students will be able to:

- Identify Indigenous peoples and territories within Canada
- Gain an understanding of Indigenous constructions of history
- Analyze the impacts of European contact and settlement
- Consider the implications for a shared Indigenous-Canadian society

**Prerequisites:** [First Nations Studies 1020E](#) or [Anthropology 1025F/G](#) or the former 020E or [History 1401E](#) or [1201E](#) or [1701E](#).

**Note:** Unless you have either the requisites for this course or written special permission from your Dean, the Director of First Nations Studies or the History Department Chair 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.

## Required Books:

Boyden, Joseph. *Three Day Road*. Toronto: Viking Canada, 2005. **2<sup>nd</sup> semester**

Dickason, Olive Patricia with David T. McNab, *Canada's First Nations: A History of Founding Peoples from Earliest Times*. Fourth Edition. Oxford: Oxford University Press, 2008.

Miller, JR, editor. *Sweet Promises: A Reader on Indian-White Relations in Canada*. Toronto: University of Toronto Press, 1991.

Milloy, John. *A National Crime: the Canadian Government and the Residential School System, 1879-1986*. Winnipeg: University of Manitoba Press, 1999. **2<sup>nd</sup> semester**

Sioui, Georges E. *Huron Wendat: The Heritage of the Circle*. English Edition. Vancouver and Toronto: UBC Press, 1999.

Treaty Seven Elders and Tribal Council. *The True Spirit and Original Intention of Treaty 7*. Montreal: McGill-Queen's University Press, 1996. **2<sup>nd</sup> semester**

## ASSIGNMENTS & EVALUATION

Your attendance and participation is critical to your success in this course. It is requested that you notify the professor prior to class if you are unable to attend. Assignments will be considered late if the student is absent on the due date without making prior arrangements; late assignments will lose 5 points per day. The grading breakdown follows (more detailed descriptions of assignments to be distributed in class):

Value	Assignment
10%	Participation/Questions
5%	Book Review; <b><i>Due October 15</i></b>
15%	Comparative Document Analysis; <b><i>Due Feb. 11</i></b>
10%	Mid-term Exam; <b><i>During December exam period</i></b>
10%	Museum Exhibit Review; <b><i>Due Nov. 12</i></b>
10%	Mapping Project; <b><i>Part I due Dec. 3; Part II due March 10</i></b>
20%	Research Paper (12-15 pages); <b><i>March 31</i></b>
20%	Final Examination; <b><i>During April exam period</i></b>

All assignments will have descriptions provided to the students no less than three weeks prior to the due date. These descriptions will be posted on SAKAI for student access. Students are encouraged to direct questions regarding the assignments to the teaching assistant or instructor in a timely fashion. Students are encouraged to bring questions to office hours. Questions sent electronically will be answered within 2 working days of message receipt (i.e., an emailed question received Friday at 6 pm will receive an answer by Weds. at 9 am).

**FNS 2901E & HISTORY 2209E: TENTATIVE FALL LECTURE SCHEDULE**

DATE	LECTURE TOPIC	READINGS
Sept. 10	Introduction Indigenous Peoples, Indigenous Histories Ways We Learn About History	
Sept. 17	Creation & Indigenous Constructions of History	Olive Dickason with David McNab, <i>Canada's First Nations</i> . Introduction and Chapters 1, 2, 3. Sioui, xv-44
Sept. 24	Indigenous Geographies & Concepts of Place	Dickason, Chapter 4
Oct. 1	What Can We Learn From Archeology?	Sioui, Chapter 2 Trigger, in <i>Sweet Promises</i>
Oct. 8	No Class – Thanksgiving Break	
Oct. 15	Contact v. Invasion & Canadian Law	Dickason, Chapters 5, 6, & 7 Upton, in <i>Sweet Promises</i>
Oct. 22	Trade, Treaties, Warfare, Genocide and Intermarriage – not necessarily in that order...	Sioui, Chapter 3 Dickason, Chapter 8 & 9
Oct. 29	Trade, Treaties, etc. - continued	Sioui, Conclusion Dickason, in <i>Sweet Promises</i>
Nov. 5	Trade, Treaties, etc. - continued	Dickason, Chapters 10-13
Nov. 12	The Seven Years War	
Nov. 19	The American Revolution	Graymont, in <i>Sweet Promises</i>
Nov. 26	The American Revolution, continued	
Dec. 3	Semester Review	
Dec. 8-19	Mid-Term Examination Period – exam date to be announced	<b>Happy Vacation!</b>
Jan. 7	Revolutionary War – Jay Treaty – “Resettlement” – “Loyalist Indians”	Review Graymont in <i>Sweet Promises</i>
Jan. 14	War of 1812	Olive Dickason with David McNab, <i>Canada's First Nations</i> . Pp. 183-214 Stanley, in <i>Sweet Promises</i>
Jan. 21	Development of Canadian Indian Policy <b>DUE: Mapping Project, Part I</b>	Dickason, pp. 215-240 Tobias (pp. 127-144) and Milloy, in <i>Sweet Promises</i>
Jan. 28	Red River Settlement & the Northwest Rebellion	Dickason, pages 260-287 Miller (pp. 243-258) and Stonechild, in <i>Sweet Promises</i>
Feb. 4	Numbered Treaties	<i>Treaty Seven</i> , entire Taylor and Tobias (page 212-240), in <i>Sweet Promises</i> Miller (pp. 323-352) and Carter, in <i>Sweet Promises</i>

Feb. 11	Residential Schools <b>DUE: Comparative Document Analysis</b>	Milloy: <i>A National Crime</i> , entire
Feb. 18	Reading Week	
Feb. 25	Changes in the Land – environmental history	Delage, et al. “The Ojibwa – Jesuit Debate at Walpole Island, 1844.” <i>Ethnohistory</i> . Vol. 41, No. 2, (Spring 1994). Rich in <i>Sweet Promises</i> Native Peoples and the Environment section (pp. 441-458), and Conclusion in <i>Sweet Promises</i>
Mar. 3	The Colonization of British Columbia	Fisher and Usher (Friesen), in <i>Sweet Promises</i>
Mar. 10	Native Soldiers in World War I <b>DUE: Mapping Project, Part II</b>	Dickason, pages 289-314, 336-347 Boyden: <i>Three Day Road</i>
Mar. 17	The Territories and “Northern Development”	Dickason, pages 348-368, 385-409
Mar. 24	Activism in the 1960s-70s	Dickason, pages 369-386 Cuthand and Cardinal, in <i>Sweet Promises</i>
Mar. 31	Oka, Stoney Point, RCAP and beyond	Dickason, pages 314-335, 410-426 Miller and Purich, in <i>Sweet Promises</i>
Apr. 7	“Our Policy is No Longer Extinguishment” <b>DUE: Research Paper</b>	Dickason, in 427-462
Apr. 14-30	Final Examination Period – exam date to be announced	
<b>The instructor reserves the right to alter this lecture schedule with notice to the students.</b>		

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

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 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO  
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage 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 academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

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 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>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

### MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)