



Université d'Ottawa | University of Ottawa

Département d'histoire | Department of History

Faculté des arts / Faculty of Arts

HIS4135/EAS4110 SEMINAR IN CANADIAN HISTORY/ SELECTED TOPICS IN INDIGENOUS STUDIES

THE INDIAN ACT  
SPRING/SUMMER 2021  
ONLINE COURSE

Professor: Dr. Daniel Rück (alternative spelling: Rueck)

Email: drueck@uottawa.ca

Office Hours: Monday 13h-15h (zoom link provided on Brightspace)

Class Times: Synchronous (with some exceptions): **Tuesday 13h – 15h50 EST** (zoom links provided on Brightspace)

Asynchronous (with some exceptions): **Thursday 13h – 15h50 EST**

## COURSE DESCRIPTION

The Canadian government first passed the consolidated Indian Act 1876 as the principal statute through which it governs First Nations communities. This seminar course considers how the Indian Act came to be, how it evolved over time, how First Nations attempted to shape it, and how they have been impacted by it. Students will read different iterations of the Indian Act itself, as well as a variety of texts that situate the Indian Act in Canadian history and in the global history of Indigenous dispossession and settler colonialism. Students will take an active part in leading discussions and **will write an article-length research paper using primary sources.**

## OBJECTIVES

The course objectives are:

- that students emerge with a strong knowledge of the history of the Indian Act, how it relates to Canadian and world history, Indigenous nationhoods, and settler colonialism.
- that students improve their ability to read, analyze, and discuss academic writing on these topics
- that students improve research and writing skills using primary and secondary sources
- that students emerge having reflected on their own place in the history and future of Indigenous-Settler relations

## LATE ASSIGNMENTS

Generally speaking, an assignment will be considered late if it is submitted after class has begun, or after the specified due date. I don't usually grant extensions in advance, but instead deduct a penalty of 2% per late working day. This penalty may be waived in the event of unforeseen

emergencies such as illness (please note that a heavy work load for other classes or paid employment does not qualify as an unforeseen emergency). If your assignment is late and you believe you should not be penalized, please attach a note of explanation along with any supporting documentation you think appropriate. The late penalty will be waived, in part or in whole, as seems justified.

## DISPUTED GRADES

If you believe your grade for a particular assignment is incorrect you may resubmit the graded copy along with a written explanation for why you believe you should receive a different grade. The newly-assessed grade will replace the original. The new grade may be higher, lower, or unchanged.

## EVALUATION

- 10% Leading discussion (details to be provided)
- 20% Participation (details below)
- 30% Rough Annotated Bibliography and Peer Review (details to be provided)
- 40% Final Annotated Bibliography and Blog Post (details to be provided)

## PLAGIARISM AND ACADEMIC INTEGRITY

Plagiarism is considered academic fraud, and will be sanctioned in accordance with related University of Ottawa regulations: <http://www.uottawa.ca/academic-regulations/academic-fraud.html>. In order to avoid academic fraud, please read the Student Guide on academic integrity: <http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

## RESOURCES FOR STUDENTS

*Mentoring Centre* - <http://www.arts.uottawa.ca/eng/mentoring/>

The goal of the Mentoring Centre is to help students with their academic and social well-being. Regardless of where a student stands academically, or how far along they are in completing their degree, the mentoring centre is there to help students continue on their path to success.

*Academic Writing Help Centre* - <http://www.sass.uottawa.ca/writing/>

The AWHC is committed to helping students develop writing strategies and skills that will enable them to identify and correct their mistakes and help them to become better writers. It offers individual writing appointments, in-class presentations and workshops, and online writing resources.

*Counselling Service*- <http://www.sass.uottawa.ca/personal/>

The Counselling Service offers personal counselling, career counselling and study skills counselling.

*Access Service* - <http://www.sass.uottawa.ca/acces/>

The Access Service contributes to the creation of an inclusive environment by developing strategies and implementing measures that aim to reduce the barriers to learning for students who have learning disabilities, health, psychiatric or physical conditions.

## RESOURCES FOR INDIGENOUS STUDENTS

*Mashkawaziwogamig - Indigenous Resource Centre (IRC)*

<https://www.uottawa.ca/indigenous/about-us>

Mashkawaziwogamig provides support and tools to meet the personal, professional, and academic needs of all First Nations, Métis, and Inuit students.

## READINGS

The following books are required reading. They are available at Benjamin Books (122 Osgoode St), two doors east of King Edward Avenue. All other readings are provided online or can be found in digital format.

- Kelm, Mary-Ellen, and Keith D. Smith. *Talking Back to the Indian Act: Critical Readings in Settler Colonial Histories*. University of Toronto Press, 2018.
- *This Place: 150 Years Retold*. Winnipeg: Highwater Press, 2019.

## EMAIL COMMUNICATION AND VIRTUAL CAMPUS (BRIGHTSPACE)

It is very important that you regularly check your university email account for course-related announcements. Unless you do not wish others to see your questions, please post any questions on the Brightspace discussion board. You may also email me with simple questions that you wish to discuss privately, but for anything requiring more than a one-sentence response, please ask me during office hours. Please check the syllabus to see if it contains answers before emailing me. I try to answer emails within 24 hours but do not usually respond on weekends.

## ONLINE COURSE STRUCTURE AND GUIDELINES

### *Tuesday Classes*

- Tuesday classes will generally be synchronous, meaning that we will meet for a live video-discussion.
- All reading responses must be completed and submitted before class starts. You may submit them after the beginning of class, but you will not receive participation credit for them late reading responses or discussion board activity.

### *Thursday Classes*

- Thursday classes will generally be asynchronous, meaning that you will be engaging with course materials and with each other in various non-live ways, or meeting with each other in small groups. Sometimes we will have short synchronous meetings on Thursdays
- Required work for an asynchronous Thursday class can happen anytime after the beginning of Thursday's class and the beginning of the next class.

## RECORDING AND POSTING SYNCHRONOUS CLASS VIDEOS

I will record synchronous classes and will post recordings on Brightspace. This way you can go back to review any part of the class you missed or had difficulty following. If you cannot attend a synchronous class, please view the recorded class and write a missed class response (see below for instructions).

It is my strong preference that you have your camera on during class but you are not required to do so. Of course you don't need to have it on all the time, but we all know that it's more interesting and relational when cameras are on. Aside from participating verbally, I also encourage you to ask questions or share responses using the chat function. You may also send me private messages.

## PRIVACY, RESPECT, AND ONLINE ETIQUETTE

This course deals with sensitive topics, and this means that we need to take into consideration, and respect, the experiences and feelings of others. For non-Indigenous people (especially white people) this topic may seem abstract or distant, but for some students (especially racialized and Indigenous students) there may be discussions, readings, and films that hit very close to home. We are discussing things that happened long ago, but also things that still impact people deeply today. Please keep this in mind when you write your readings responses and make written and verbal comments to other students' remarks. One important aspect of respectful interaction is to ask questions with an open mind and to keep your curiosity about the experience of others.

I encourage you to communicate with me any concerns you may have about the course content or how we discuss it. I want to ensure that our learning environment is as safe and welcoming as possible to everyone. If you there are particular reading responses that you wish to only share with me, you may email them to me. In an online environment, especially on a discussion board, when we are not sharing physical space with our peers, it is especially important to be mindful of the importance of mutual respect, listening, and care. We are here to learn together. We all come from different backgrounds, and we each bring our own interesting and unique experiences to this class.

## COURSE OUTLINE

Tue June 22	<p><b>1 Introductions</b> (synch)</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> <li><i>This Place: 150 Years Retold</i>, Foreword by Alicia Elliot, v-vi</li> </ul>	
Thur June 24	<p><b>2 The Indian Act</b> (asynch)</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> <li><i>This Place: 150 Years Retold</i>, "Annie of Red River" 2-26</li> <li>Kelm and Smith, Introduction</li> </ul> <p><i>Required Film</i></p> <ul style="list-style-type: none"> <li>The Pass System (Alex Williams, 2015, 50 min)  <a href="https://gem.cbc.ca/media/films/the-pass-system/38e815a-012c997d6a5">https://gem.cbc.ca/media/films/the-pass-system/38e815a-012c997d6a5</a></li> </ul>	<p>Due the day before class: Reading Responses</p> <p>Due before class: Post responses on discussion board.</p>
Tue June 29	<p><b>3 Settler Colonial Histories</b> (synch)</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> <li><i>This Place: 150 Years Retold</i> "Tilted Ground" 28-52</li> <li>Kelm and Smith, Chapter 1</li> <li>Raibmon, Paige. "Unmaking Native Space: A Genealogy of Indian Policy, Settler Practice, and the Microtechniques of Dispossession." In <i>The Power of Promises: Rethinking Indian Treaties in the Pacific Northwest</i>, edited by A. Harmon. Seattle: University of Washington Press, 2008</li> </ul>	<p>Due the day before class: -Reading Responses -In class, we will be choosing topics for the research assignment</p>
Thu July 1	<p><b>Canada Day</b> –All asynchronous activities are due 24 hours later than usual (July 2)</p> <p><b>4 Indian Act Governance</b> (asynch)</p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li><i>This Place: 150 Years Retold</i> "Red Clouds." 54-80</li> <li>Kelm and Smith, Chapter 2</li> <li>Binnema, Theodore, &amp; K Hutchings. "The Emigrant and the Noble Savage: Sir Francis Bond Head's Romantic Approach to Aboriginal Policy in Upper Canada, 1836-1838." <i>Journal of Canadian Studies/Revue d'études canadiennes</i> 39, no. 1 (2005): 115-138</li> </ul>	<p>Due the day before class: Reading Responses</p> <p>Due before class: Post responses on discussion board</p>

Tue July 6	<p><b>5 Enfranchisement and Indian Status</b> (synch)</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> <li>• <i>This Place: 150 Years Retold</i>, "Peggy."82-108.</li> <li>• Kelm and Smith, Chapter 3</li> </ul> <p><i>Required Film</i></p> <ul style="list-style-type: none"> <li>• My name is Kahentiiosta (Alanis Obomsawin, 1995, 29 min) <a href="https://www.nfb.ca/film/my_name_is_kahentiiosta/">https://www.nfb.ca/film/my_name_is_kahentiiosta/</a></li> </ul>	Due the day before class: Reading Responses
Thu July 8	<p><b>6 Annotated Bibliography – Peer Editing</b> (asynch)</p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>• <i>This Place: 150 Years Retold</i>, "Rosie," 110-136</li> </ul> <p><i>In-Class Activity</i></p> <ul style="list-style-type: none"> <li>• Peer Editing</li> </ul>	Due the day before class: <b>-Annotated Bibliography</b> <b>-First Draft</b> -Reading Responses
Sat July 10	Officially, this should be a replacement class for Canada day, but we will not be having class this day.	Due today 1pm: <b>Peer edits</b>
Tues July 13	<p><b>7 Gender and the Indian Act</b> (synch)</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> <li>• <i>This Place: 150 Years Retold</i>, "Nimkii." 138-164</li> <li>• Kelm and Smith, Chapter 4</li> <li>• Carter, Sarah. "Creating 'Semi-Widows' and 'Supernumerary Wives': Prohibiting Polygamy in Prairie Canada's Aboriginal Communities to 1900." In <i>Contact Zones: Aboriginal and Settler Women in Canada's Colonial Past</i>, edited by Katie Pickles and Myra Rutherdale, 131-159. Vancouver: UBC Press, 2005</li> </ul> <p><i>Required Film</i></p> <ul style="list-style-type: none"> <li>• Six Miles Deep (Sara Roque, 2009, 43 min) <a href="https://ocul-uo.primo.exlibrisgroup.com/permalink/01OCUL_UO/11m0b9c/alma991001482219705161">https://ocul-uo.primo.exlibrisgroup.com/permalink/01OCUL_UO/11m0b9c/alma991001482219705161</a></li> </ul>	Due the day before class: Reading Responses  <b>Due before class: Revised Annotated Bibliography</b>

<p>Thu July 15</p>	<p><b>8 Land and the Indian Act</b> (asynch)</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> <li>• <i>This Place: 150 Years Retold</i>. "Like a Razor Slash," 166-190.</li> <li>• Kelm and Smith, Chapter 5</li> <li>• Schmidt, Jeremy J. "Bureaucratic Territory: First Nations, Private Property, and "Turn-Key" Colonialism in Canada." <i>Annals of the American Association of Geographers</i> (2018): 1-16.</li> </ul> <p><i>Required Film</i></p> <ul style="list-style-type: none"> <li>• The Road Forward (Marie Clements, 2017, 101 min) <a href="https://www.nfb.ca/film/road_forward/?fbclid=IwAR1Sd19BR8dwpZfVYyazxZMDH85dMrZW_AZ5RhOBmg6E_KHv1ASkK9wBVq1s">https://www.nfb.ca/film/road_forward/?fbclid=IwAR1Sd19BR8dwpZfVYyazxZMDH85dMrZW_AZ5RhOBmg6E_KHv1ASkK9wBVq1s</a></li> </ul>	<p>Due the day before class: Reading Responses</p> <p>Due before class: Post responses on discussion board</p>
<p>Tue July 20</p>	<p><b>9 White Paper/Red Paper</b> (synch)</p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> <li>• <i>This Place: 150 Years Retold</i> "Migwite'tmeg: We Remember It," 192-218.</li> <li>• Canada, Indian and Northern Affairs. "Statement of the Government of Canada on Indian Policy." (Often referred to as the White Paper) Department of Indian and Northern Affairs. Ottawa, 1969</li> <li>• Indian Chiefs of Alberta. "Citizens Plus." (often referred to as the Red Paper) <i>Aboriginal Policy Studies</i> 1, no. 2 (2011 [1970]): 188-223</li> </ul> <p><i>Required Film</i></p> <ul style="list-style-type: none"> <li>• Dancing Around the Table (Part 1) (Maurice Bulbulian, 1987, 57 min) <a href="https://www.nfb.ca/film/dancing_around_the_table_1/">https://www.nfb.ca/film/dancing_around_the_table_1/</a></li> </ul>	<p>Due the day before class: Reading Responses</p>

<p>Thu July 22</p>	<p><b>10 Ways Forward</b> (asynch)  <i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>• <i>This Place: 150 Years Retold</i>, "Warrior Nation." 220-244.</li> <li>• Part 1 "Reclaiming Power and Place: Executive Summary of the Final Report." National Inquiry into Missing and Murdered Indigenous Women and Girls, 2019.</li> </ul>	<p>Due the day before class: Reading Responses</p> <p>Due before class: Post responses on discussion board</p> <p><b>Final Annotated Bibliography and Blog Post due Friday, July 23</b></p>
<p>Tue July 27</p>	<p><b>11 Conclusions</b> (synch)  <i>Required Readings:</i></p> <ul style="list-style-type: none"> <li>• <i>This Place: 150 Years Retold</i>, "kitaskînow 2350." 246-276.</li> <li>• Part 2 "Reclaiming Power and Place: Executive Summary of the Final Report." National Inquiry into Missing and Murdered Indigenous Women and Girls, 2019.</li> </ul> <p><i>Required Film</i></p> <ul style="list-style-type: none"> <li>• nîpawistamâsowin: We Will Stand Up (Tasha Hubbard, 2019, 98 min) <a href="https://www-nfb-ca.proxy.bib.uottawa.ca/film/nipawistamasowin-we-will-stand-up/">https://www-nfb-ca.proxy.bib.uottawa.ca/film/nipawistamasowin-we-will-stand-up/</a></li> </ul>	<p>Due the day before class: Reading Responses</p>
<p>Thu July 29</p>	<p><b>12 Presentations</b> (synch)</p>	<p>Due today: Informal presentations</p>

## PARTICIPATION

I expect you to have carefully read the assigned texts, be prepared to discuss them, and engage with all of us during class. Attempting to participate in the discussion without having done the readings will not result in elevated participation grades and may have the opposite effect. If you are anxious about speaking up or if you have another reason for not engaging, please let me know as soon as possible so that we can find solutions. Those students who are comfortable speaking and debating also have a responsibility to allow space for less assertive students to be heard.

I encourage you to use the chat function to participate regardless of whether or not you speak verbally or not. If you do not participate in the live discussions, you may show your participation by submitting a written response to the readings and discussion (see instructions below).

### **Breakdown of Evaluation of Participation (20% of final grade)**

- 5% Responding to others' reading responses on the discussion forum
- 15% Participation in live classes, reading responses, research presentation, and/or submission of a missed class response for any synchronous classes you could not attend (details below)

## RESPONDING TO OTHERS ON THE DISCUSSION FORUM

After you have posted your reading responses (see instructions below) on the appropriate forum, read some of what others have posted and respond to at least one thing). What you say should involve more than one sentence. You may want to do one or several of these things:

- show appreciation for the student's response
- if you agree, say why and anything you have to add
- if you disagree, try to find something positive in what they say, and then provide constructive feedback. The point here is to support each other in our learning, not to humiliate or disparage.
- if appropriate, you may want to offer reading or viewing suggestions

I have assigned reading responses on the forums for the night before most asynchronous classes (Thursdays) and responses to others are due before class. Your responses are worth 5% of your class grade—you will receive the entire 5% if you do it thoughtfully each week.

## INFORMAL RESEARCH PRESENTATION

At the end of the semester, each student will present their research bibliography and blog post in a synchronous class. This will be an informal five-minute presentation that covers the main points of your research and findings. I will award full credit for doing it. Students who cannot attend the synchronous class may make a video presentation instead.

## MISSED CLASS RESPONSE

If you miss a synchronous class, please view the recording of the class on Brightspace. Then write a 300 word response and email it to me at [drueck@uottawa.ca](mailto:drueck@uottawa.ca) before the following class. Your response may include observations and questions. The point of this exercise is simply to ensure that you are up-to-date and that you remain involved.

## READING RESPONSES

By midnight the night before most classes (both synchronous and asynchronous), you are expected to read all assigned texts (or film), write a written response to each, and post them on the appropriate Brightspace discussion boards. All reading responses must be completed and submitted before class starts. You may submit after the beginning of class, but you will not receive participation credit for these. Responses will total about 600 words per class. Please check each Brightspace module for instructions as to how these 600 words will be divided between readings. I will also provide questions in each Brightspace module that can guide your responses. Please note that you don't need to respond to every question I post.

As a rule your response to each reading should include the following elements:

- *Argument*: A summary of author's argument or purpose in your own words. This should be short.
- *Response*: Your thoughtful response can mention something that struck you, something you disagreed with, or a point that raised further questions in your mind. You may also discuss it in context of other readings or happenings. This should be the longest part of your response.
- *Discussion Questions*: Think of good discussion questions or questions you have about the text that others in the class may be able to help with.

Please note that depending on the length of each response, you will need to decide which elements you focus on. For example, if I ask you for a 100-word response to a graphic story from "This Place" you should not use much of your space to summarize the piece but should go directly into your response and questions.

## LEADING DISCUSSION

One time during the semester, you will lead synchronous discussion with two or three other students. Your group should meet in advance, outside of class time, to plan the way you will lead discussion for a particular synchronous class. In preparation, you should read the required texts even more carefully than usual, come up with a set of strong discussion questions, and decide on an approach. You may plan any form of discussion-facilitation that you think will help open up a critical conversation on the readings.

This is worth 10% of your course grade and will be evaluated based on:

- preparedness (how prepared you are to lead discussion)
- how well you can respond to student comments about the readings
- organization (how well you have planned the way the discussion will go)