



The department of history at the University of Winnipeg acknowledges that we live and work in the ancestral and traditional territories of the Anishinaabe, Anishinew, Assiniboine, Cree, Dakota, Dene, Métis Nations. We also acknowledge that the discipline of history has been used to support programs of dispossession and assimilation directed against Indigenous peoples. Teaching and learning Indigenous histories allows us to confront colonial history as well as honour and respect the people who have called this place home for millennia.

### **HIST-4514-001 Indigenous History: Advanced Studies: Indigenous People, History and Archives**

**Location:** Centennial Hall 3C29 and According to the Class Schedule  
**Time:** Tuesdays 2:30-5:15  
**Instructors:** Mary Jane McCallum and Anne Lindsay  
**Office:** 2B19 Bryce Hall  
**Email:** [m.mccallum@uwinnipeg.ca](mailto:m.mccallum@uwinnipeg.ca) ; [m.lindsay@uwinnipeg.ca](mailto:m.lindsay@uwinnipeg.ca)  
**Office Hours:** McCallum – Tuesdays and most Thursdays 11-1, in person or on zoom  
Lindsay – Tuesdays 11 – 1 and by appointment, in person or on zoom

### **COURSE DESCRIPTION**

This history course explores selected topics, theory, methods, and approaches in Indigenous history in the North American context. The geographic and temporal focus of the course varies and topics include: state-run healthcare, education and child welfare institutions, legal regulation, family and kinship, land and resources and resistance movements and activism. Special attention will be paid to historical methods including archival research, oral history, census work and mapping.

In Fall 2023, this course studies colonial archives with content of interest to Indigenous people, communities, and researchers. We examine the nature of archives in Canada, where they come from, how to use them, and how the structure of archives impacts how we 'do' history. We also contemplate alternative ways of archiving. Much of what we do in the class time focuses on understanding how archives work, and to that end we will visit a few repositories during our classes, including the Hudson's Bay Company Archives (HBCA), The National Centre for Truth and Reconciliation (NCTR), Library and Archives Canada (LAC), the Manitoba Museum, and the Saint Boniface Historical Society (SHSB). Assignments involve critically exploring and using archives while reflecting on Indigenous historical methodologies.



**COURSE GOALS:**

- 1) Students can define and discuss what is referred to as “colonial archives”;
- 2) Students can describe how archival practices in Canada (including arrangement and description) have been done in the past, how they are done today, and some of the legacies of these practices as they relate to Indigenous history and Indigenous data sovereignty;
- 3) Students can discuss (in writing and in conversation) how archives and archival practice function in relation to Indigenous historical research methods and vice-versa;
- 4) Students can consider how Indigenous archives might address current issues in archival practices.

**TEXTBOOKS:**

*Required:*

Rules for Archival Description (RAD) glossary:

[https://archivescanada.ca/wp-content/uploads/2022/08/RAD\\_Glossary\\_July2008.pdf](https://archivescanada.ca/wp-content/uploads/2022/08/RAD_Glossary_July2008.pdf)

*Optional:*

Deidre Simmons, *Keepers of the Record: The History of the Hudson's Bay Company Archives* (Montreal: McGill-Queen's University Press, 2007).

“Basic RAD”: [https://www.scaa.sk.ca/fileadmin/scaa/storage/800-Education/804-Educational\\_Publications/Basic\\_rad.pdf](https://www.scaa.sk.ca/fileadmin/scaa/storage/800-Education/804-Educational_Publications/Basic_rad.pdf)

All readings will be available on NEXUS or by using the links in this syllabus, and bibliographic details are included in this syllabus.

The main website for the UW library is: <https://library.uwinnipeg.ca/index.html> History students are encouraged to consult the History library research guides at <http://libguides.uwinnipeg.ca/History>, and to contact the subject librarian for History Michael Dudley at [m.dudley@uwinnipeg.ca](mailto:m.dudley@uwinnipeg.ca) for assistance in finding resources for their papers.

**BREAKDOWN OF ITEMS THAT WILL BE GRADED**

Item	Weight	Due Date
Reflections: 8 reflections each worth 3% = 24%	24%	Weekly throughout the course
Presentation Proposal	20%	Midnight 17 October 2023
Presentation	35%	As assigned, November 14, 21, 28, 2023
Presentation notes	6%	On the assigned date for student`s presentation
Class Participation	15%	Ongoing



The penalty for late work is **1% per day**.

The numerical (percentage) range for letter grades is as follows:

Letter Grade	Numerical Range
A+	100-90
A	89-83
A-	82-80
B+	79-77
B	76-70
C+	69-67
C	66-58
D	57-50
F	49-0

Please note that the final grades should be approved by the Department Review Committee and may be subject to change.

A minimum of 20% of the work on which the final grade is based will be evaluated and available to you before the voluntary withdrawal date, November 13, 2023. This 20% consists of the following items:

Reflections, Last due November 9, 2023	25%
Presentation Proposal	20%

### Attendance/Participation Rubric

#### Class Participation (15%)

The Class Participation grade is based on recorded attendance and your participation in seminar classes (discussions of assigned readings and information learned from field trips and speakers). Out of the total 15%, 10% will be based on your participation and 5% on attendance.

In evaluating seminar participation both the quantity of your contributions and their quality will be taken into account. The points below provide further guidance into how seminar participation is evaluated:

#### Excellent Participation

- Always focused and remains on topic,
- Respectful and open to author's and other classmates' viewpoints,
- Does not dominate the discussion,
- Contributions are always relevant and logical,
- Makes an effort to understand author's arguments and biases,



- Asks and/or answers questions about assigned reading,
- Supports claims with appropriate reference to the reading,
- Connects current reading to other class readings.

#### Average Participation

- Occasionally speaks on off-topic issues or engages in side-discussions,
- Usually listens/speaks respectfully, but occasionally is unproductively argumentative,
- Makes limited contributions to the discussion,
- Contributions are usually relevant and logical,
- Makes minimal effort to understand author's arguments and biases,
- Rarely asks or answers questions about assigned reading,
- Usually unable to support claims with evidence from the reading,
- Attempts, with partial success, to connect current reading to other class readings.

#### Unsatisfactory Participation

- Frequently speaks on off-topic issues or engages side-discussions,
- Frequently is disrespectful or unproductively argumentative,
- Dominates discussion or almost never participates in discussion,
- Contributions are not relevant or are illogical,
- Makes no effort to understand author's arguments and biases; does not ask or answer questions about assigned reading,
- No evidence of having read the reading,
- Makes no connections between current reading and other class readings.

There is no exam.

#### **SCHEDULE OF TOPICS AND CLASSES**

**Note: The instructors may change the schedule from time to time and will give adequate advance notification to students.**

#### **Week 1 - September 5, 2023**

Introduction and in-class exercises (introductions and Vital Stats exercise)

#### **Week 2 - September 12, 2023**

**What is an archive? The histories of archives in Canada**

**Speaker: Thomas Nesmith will present on the history of archives in Canada (4pm to 5:15 pm)**

Readings:

- Nesmith assigned readings
- Ian Wilson, "A Noble Dream": The Origins of the Public Archives in Canada"  
<https://archivaria.ca/index.php/archivaria/article/view/10966>
- Crystal Fraser and Zoe Todd, "Decolonial Sensibilities: Indigenous Research and Engaging with Archives in Contemporary Colonial Canada," L'Internationale Online, 14 February



2016, [https://www.internationaleonline.org/research/decolonising\\_practices/54\\_decolonial\\_sensibilities\\_indigenous\\_research\\_and\\_engaging\\_with\\_archives\\_in\\_contemporary\\_colonial\\_canada/](https://www.internationaleonline.org/research/decolonising_practices/54_decolonial_sensibilities_indigenous_research_and_engaging_with_archives_in_contemporary_colonial_canada/)

Additional/Background Readings:

- Melissa Adams-Campbell, Ashley Falzetti, and Courtney Rivard, "Introduction: Indigeneity and the work of settler archives," *Settler Colonial Studies*, 5(2014), 109-116, [https://www.researchgate.net/publication/273508710\\_Introduction\\_Indigeneity\\_and\\_the\\_work\\_of\\_settler\\_archives](https://www.researchgate.net/publication/273508710_Introduction_Indigeneity_and_the_work_of_settler_archives)

### Week 3 - September 19, 2023

#### Archives with content of interest to Indigenous people/communities/researchers: The Hudson's Bay Company Archives (HBCA), Part One

Field Trip to the Hudson's Bay Company Archives, 200 Vaughan St. Please note that the HBCA closes at 4pm. To be able to complete this visit, we will start promptly at 2:30 pm. Students will be asked to sign in and to bring government issued photo ID, which they should have ready in advance. Trip will include building tour, viewing material objects in the collections, a discussion of the HBCA Search files and the *Beaver Magazine* files, and a demonstration of how to use Keystone.

Readings:

- Simmons, Deidre. 1996. "The Archives of the Hudson's Bay Company". *Archivaria* 42 (October), 68-78. <https://archivaria.ca/index.php/archivaria/article/view/12154>.
- Perry, Adele. "The colonial Archive on Trial," in *Archive Stories: Evidence, Experience, History* Antoinette Burton, ed. Durham, NC, Duke University Press, 2005.

Additional/Background Readings:

- Rekrut, Ala. 2006. "Material Literacy: Reading Records as Material Culture". *Archivaria* 60 (September), 11-37. <https://archivaria.ca/index.php/archivaria/article/view/12513>
- O'Driscoll, Michael, and Edward Bishop. "Archiving "Archiving"." *ESC: English Studies in Canada* 30, no. 1 (2004): 1-16. [doi:10.1353/esc.2004.0000](https://doi.org/10.1353/esc.2004.0000).
- Simmons, Deidre. *Keepers of the Record: The History of the Hudson's Bay Company Archives*. Montreal: McGill-Queen's University Press, 2007.

### Week 4 - September 26, 2023

#### Materiality as archive

#### Field Trip to Manitoba Museum, tour and presentation/discussion with Amelia Fay, Curator of the Hudson's Bay Company collections.

Field trip to the Manitoba Museum, 90 Rupert Av, where we will tour the collections and meet with the HBC Collections curator, Amelia Fay to talk about how material items can be understood as records.

Readings:

- Amelia Fay's assigned readings



- introduction and Chapter Eight: "Visiting the Shirts" in Peers, Laura, and Alison K Brown. *Visiting with the Ancestors: Blackfoot Shirts in Museum Spaces*. Edmonton, Alberta: AU Press, 2015. <https://www.aupress.ca/books/120249-visiting-with-the-ancestors/>

- Watch the video at this link about the Mount Elgin Barn <https://vimeo.com/44121849>

Additional/Background Readings:

- Miranda J Brady, "The Flexible Heterotopia: Indian Residential Schools and the Canadian Museum of Civilization", *Peace and Conflict Journal of Peace Psychology* 19 (2013): 408-420.

### Week 5 - October 3, 2023

#### Archives with content of interest to Indigenous people/communities/researchers: The Hudson's Bay Company Archives (HBCA), Part Two

Field trip to the HBCA, 200 Vaughan St. Please note that the HBCA closes at 4pm. To be able to complete this visit, we will start promptly at 2:30 pm. Students will be asked to sign in and to bring government issued photo ID, which they should have ready in advance. Trip will include a presentation on the arrangement and description system that the HBCA uses, and a discussion of how it came about and how it works, and a possible demonstration of how an archivist working for the HBCA would decide on how to arrange and describe a specific record. Using W5: how would we answer the who, what, when, where, and why of the arrangement system the HBCA uses? [for instance, who was this system created for/by?]

Readings:

- Madsen, Siân. 1. "The Evolution of Recordkeeping at the Hudson's Bay Company," *Archivaria* 66 (1), 25-56. <https://archivaria.ca/index.php/archivaria/article/view/13188>.
- Geller, Peter. 1993. "The 'True North' In Pictures?: Photographic Representation in the Hudson's Bay Company's The Beaver Magazine, 1920–1945," *Archivaria* 36 (February), 166-88. <https://archivaria.ca/index.php/archivaria/article/view/11941>.

Additional/Background Readings:

- Erik Ketelaar, "Tacit narratives: the meanings of archives," *Archival Science* 1 (2), 131-141
- "Basic RAD": [https://www.scaa.sk.ca/fileadmin/scaa/storage/800-Education/804-Educational Publications/Basic rad.pdf](https://www.scaa.sk.ca/fileadmin/scaa/storage/800-Education/804-Educational%20Publications/Basic_rad.pdf)
- Andrea Paci, "Picture this, Hudson's Bay Company calendar images and their documentary legacy, 1913-1970," <https://mspace.lib.umanitoba.ca/items/324abfdf-d1ba-4800-87b8-8603bd4ccbe6>

### Reading Week - October 8-14, 2023

### Week 6 - October 17, 2023

#### Making New Archives/Visions for the Future: Indigenous Memory and Knowledge Collections – SCO/HBCA

A speaker from SCO will discuss with the class the Southern Chief's Organization (SCO) including What is the SCO, how did it come about, who are its members? SCO's acquisition of the Hudson's Bay's downtown department store building (The Bay Building) and their vision for its future.



Readings:

- Sinclair, Niigaan. 2022. Bay built on exploitation, to be rebuilt on reconciliation. *Winnipeg Free Press*, Apr 23, 2022.  
<https://uwinnipeg.idm.oclc.org/login?url=https://www.proquest.com/newspapers/bay-built-on-exploitation-be-rebuilt/docview/2653451816/se-2> (accessed August 6, 2023).
- Media Indigena, "Looking HBC's ill-gotten gift horse in the mouth," (ep 288) May 3, 2022  
<https://mediaindigena.libsyn.com/looking-hbcs-ill-gotten-gift-horse-in-the-mouth-ep-288>

**Week 7 - October 24, 2023**

**Indigenous memory and archives in the 21<sup>st</sup> century and related issues Part 1: Access and control**

Field trip to Library and Archives Canada's Winnipeg

Central Canada Regional Service Centre 1700 Inkster Boulevard.

Trip will include a site tour and presentation on ATIP.

Readings:

- OSI Interim Report: 88, then 94 to 96 at [https://osi-bis.ca/wp-content/uploads/2023/06/OSI\\_InterimReport\\_June-2023\\_WEB.pdf](https://osi-bis.ca/wp-content/uploads/2023/06/OSI_InterimReport_June-2023_WEB.pdf)
- The First Nations Information Governance Centre, "First Nations Data Sovereignty in Canada," 1 Jan. 2019 : 47 – 69. <https://content.iospress.com/articles/statistical-journal-of-the-iaos/sji180478>
- Ghaddar, J.J. 2016. "The Spectre in the Archive: Truth, Reconciliation, and Indigenous Archival Memory," *Archivaria* 82 (December), 3-26.  
<https://archivaria.ca/index.php/archivaria/article/view/13579>.

Additional/Background Readings:

- Animikii, Decolonizing Digital: Contextualizing Indigenous Data Sovereignty, June 7, 2019  
<https://animikii.com/news/decolonizing-digital-contextualizing-indigenous-data-sovereignty>
- Kevin Palendat, "Accessing Manitoba's archives: exploring the status and response to freedom of information and protection of privacy rights at the Archives of Manitoba,"  
<https://mspace.lib.umanitoba.ca/items/1b7017f4-ae6a-46ac-a625-ee49ee688ca>
- Withey, K. C. (2015). Sovereignty, Repatriation, and the Archival Imagination: Indigenous Curation and Display Practices. *Collections*, 11(2), 115–138. <https://doi-org.uwinnipeg.idm.oclc.org/10.1177/155019061501100204>
- National Gathering on Unmarked Burials: Affirming Indigenous Data Sovereignty and Community Control over Knowledge and Information  
[https://osi-bis.ca/wp-content/uploads/2023/08/OSI-SummaryReport\\_Vancouver2023\\_web.pdf](https://osi-bis.ca/wp-content/uploads/2023/08/OSI-SummaryReport_Vancouver2023_web.pdf)



**Week 8 - October 31, 2023**

**Indigenous memory and archives in the 21<sup>st</sup> century and related issues Part 2: Inherent biases of a different kind: Algorithm Bias**

There will be a field trip to the Saint Boniface Historical Society (SHSB) Archives and/or visit from SHSB archivist who will talk about digitization projects and issues that impact historical analysis and methodology.

Readings:

- Weapons of Math Destruction: In the Archives: <https://exhibitions.lib.umd.edu/weapons-of-math-destruction-in-archives>
- Digital Colonization and Virtual Indigeneity: Indigenous Knowledge and Algorithm Bias <https://scholarship.libraries.rutgers.edu/esploro/outputs/acceptedManuscript/Digital-Colonization-and-Virtual-Indigeneity-Indigenous/991031550240104646>

Become familiar with:

- Indigitization: <https://www.indigitization.ca/>
- Murkutu: <https://humanitiesforall.org/projects/mukurtu-an-indigenous-archive-and-publishing-tool>

Additional/Background:

- Carmen Miedema "Building Bridges: Dismantling Eurocentrism in Archives and Respecting Indigenous Ways of Doing It Right," 2019: <https://mspace.lib.umanitoba.ca/xmlui/handle/1993/34497>
- Lowry, James. "Radical empathy, the imaginary and affect in (post) colonial records: how to break out of international stalemates on displaced archives." *Archival Science* 19 (2019): 185-203.
- <https://peelarchivesblog.com/2022/06/08/your-friend-standing-bear-coming-together-through-repatriation/>

**Week 9 - November 7, 2023**

**Perched on a Precipice: The NCTR**

We will take a Field Trip to the National Centre for Truth and Reconciliation, Chancellor's Hall, 177 *Dysart Road* (University of Manitoba Campus).

Readings:

- Interim Report from the Special Interlocutor: [https://osi-bis.ca/wp-content/uploads/2023/06/OSI\\_InterimReport\\_June-2023\\_WEB.pdf](https://osi-bis.ca/wp-content/uploads/2023/06/OSI_InterimReport_June-2023_WEB.pdf)  
The section relating to the NCTR starts at 89, read to 94.
- TRC Calls to Action: [https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls\\_to\\_Action\\_English2.pdf](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf)  
Identify ALL of the Calls that are relevant to archives and archival practices from these Calls to Action, so read with this in mind.
- Watch David George Shongo: <https://vimeo.com/21143585>
- Mandate for the TRC: <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&>



[ved=2ahUKEwjF1OSn1JD\\_AhULrokEHTNSAV4QFnoECCUQAQ&url=https%3A%2F%2Fwww.residentialschoolsettlement.ca%2Fschedule\\_n.pdf&usg=AOvVaw3d-](https://www.residentialschoolsettlement.ca/schedule_n.pdf&usg=AOvVaw3d-9zQPMjdVRJMR5mKw9FG)

[9zQPMjdVRJMR5mKw9FG](https://www.residentialschoolsettlement.ca/schedule_n.pdf&usg=AOvVaw3d-9zQPMjdVRJMR5mKw9FG) Pay particular attention to what the mandate says about establishing a Research Centre

- RCAP: Read the sections pertaining to the establishment of an information clearing house: [https://www.google.com/url?sa=t&rct=i&q=&esrc=s&source=web&cd=&ved=2ahUKEwjSrgH505D\\_AhVkk4kEHYbpBM8QFnoECAgQAQ&url=https%3A%2F%2Fdata2.archives.ca%2Fe%2Fe448%2Fe011188230-02.pdf&usg=AOvVaw3DCndpelVAgl7ZOeAoLDRS](https://www.google.com/url?sa=t&rct=i&q=&esrc=s&source=web&cd=&ved=2ahUKEwjSrgH505D_AhVkk4kEHYbpBM8QFnoECAgQAQ&url=https%3A%2F%2Fdata2.archives.ca%2Fe%2Fe448%2Fe011188230-02.pdf&usg=AOvVaw3DCndpelVAgl7ZOeAoLDRS)

Additional/Background Readings:

- UNDRIP <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>
- "The Right to Know," Cait O'Neil's blog on Archivists, UNDRIP and the TRC. July 1, 2015. <https://www.findandconnectwrblog.info/2015/07/the-right-to-know/>
- ICA's Expert Group on Indigenous Matters, International Council on Archives. <https://www.ica.org/en/our-professional-programme/expert-groups/expert-group-on-indigenous-matters-egim>

**Week 10 - November 14, 2023**

**Class presentations on final papers**

**Week 11 - November 21, 2023**

**Class presentations on final papers**

**Week 12 - November 28, 2023**

**Class presentations on final papers**

**Discussion/debriefing**

The amount of reading in this class is approximately 50 to 60 pages per week. (This does not include individual research projects.)

Please note that all topics listed on the outline may not be covered.

## **ASSIGNMENTS: EXPLANATIONS AND GUIDELINES**

### **Presentation Proposal**

**Length: 800 to 1000 words**

**Due: Midnight 17 October 2023**

This presentation proposal will outline your plan for your final presentation. Be sure to read the final presentation assignment before starting to work on your proposal.

Your presentation proposal will identify which record set you will be working with and provide a brief literature review of at least five secondary sources that you will use when researching and planning the changes you will outline and explain in your final presentation.



This is a formal proposal and must be written using full sentences and proper paragraphing. It should include an introduction and a conclusion, and use Chicago style. It must be submitted using Word and Times Roman 12-point font. Student last name and date should be included in the file title and student full name must be included in the body. This proposal must be emailed to BOTH [m.mccallum@Uwinnipeg.ca](mailto:m.mccallum@Uwinnipeg.ca) AND [m.lindsay@uwinnipeg.ca](mailto:m.lindsay@uwinnipeg.ca) no later than midnight on the due date to avoid late penalties.

*NOTE: Students should not start on their final presentation until their proposal is approved by Drs. McCallum and Lindsay.*

### **Major Assignment**

**Assignment: Honours students**

***NOTE: Students should not start on their final presentation until their proposal is approved by Drs. McCallum and Lindsay.***

**Length: 20-minute presentation with 10 minutes for questions**

**Due: Presentation slots will be assigned. Presentations will begin on 14 November 2023, and run through 21 November 2023, and part of 28 November 2023.**

The Southern Chiefs' Organization (SCO) has just hired you to work in their new archives that is part of the archives and museum they have just opened in their renovated Hudson's Bay Company building at the corner of Portage Avenue and Memorial Boulevard in Winnipeg. The Hudson's Bay Company Archives (HBCA) has donated a digital set of their records up to the year 1870 to the SCO for this archives. SCO has asked you to go through these records and come up with a new way to arrange and describe them that better reflects who the SCO is, who their member organizations are, their values, needs, and the kinds of uses that their members and other Indigenous organizations, communities, and individuals might put these records to.

You decide that the best way to move forward on this assignment is to choose one record set from the records that the HBCA has donated, do a sample description using this one record set, and then and do a presentation to the SCO showing them what your proposed description system would look like. In your presentation you plan to explain your thinking (including explaining how your thinking fits in with the current literature), demonstrate how this will look with a concrete example (the description of this record set), and let SCO ask you questions and ultimately decide whether or not to adopt your proposal. Your proposal should include a description of the records that reflects the SCO, this SCO archives, SCO member organizations, and other possible Indigenous people and peoples who might use the SCO's new archives and museum. You should also discuss how you will determine what records are open, which are closed (who will you consult, going forward), and whether this binary system is nuanced enough? You may choose to use an existing archival arrangement system such as RAD (<https://www.scaa.sk.ca/fileadmin/scaa/storage/800->



Education/804-Educational Publications/Basic rad.pdf) or you may decide to invent a system. Either way, you will need to show how records relate to each other, and to the SCO archives and the SCO and its member organizations in your arrangement system.

You will have 20 minutes to present your proposal to the class, who will be filling in for the SCO as your audience. Some of your audience will have a great deal of knowledge about archives and archival systems and structures, and some will have very little background, so be sure to pitch your presentation so that everyone can understand it.

You can choose to do a poster, create a display, or do a Power Point presentation, or all three, but you will spend 20 minutes persuading your audience that they should adopt your proposal. You may choose to stand in front of the class and talk, or to record your voice with a Power Point presentation that you can then play automatically for the class. You can ask someone else to read your presentation but will have to be present to answer questions. At the end, you will hand in a written copy of your presentation notes or of your Power Point presentation, if you used one, as long as the Power Point includes your speaking notes.

*NOTE: Students should not start on their final presentation until their proposal is approved by Drs. McCallum and Lindsay.*

### **Reflections Assignments**

**Length: 600-750 words each**

**Due: Weekly, September 14<sup>th</sup> through November 9<sup>th</sup> 2023 [due at midnight of the Thursday following the class for that week, for instance, for the week of September 12<sup>th</sup>, the due date is midnight September 14<sup>th</sup>]**

Students will write a reflections piece on the readings, and, if applicable the field trips and presentations for each class. These will be due at midnight of the Thursday after the class the reflection is for by emailing to BOTH [m.lindsay@uwinnipeg.ca](mailto:m.lindsay@uwinnipeg.ca) AND [m.mccallum@Uwinnipeg.ca](mailto:m.mccallum@Uwinnipeg.ca). These reflections should be written using full sentences, proper paragraphing, and, if appropriate, references should be cited using Chicago style. They should be submitted in Times Roman 12 point. The file name of each piece should include the student's last name and the date of the reflection. The body of the reflection should include the student's name and the week the reflection is for. Submissions that do not include the student's name may result in a zero score.

### **Week of September 12, 2023: What is an Archive/ Whose Archives?**

Readings reflections: what is the history of settler archives in Canada? Can a settler archive include information of value to Indigenous people/communities/interests? What are some of the things all researchers should keep in mind when working in settler archives?



**Week of September 19, 2023: Archives with content of Interest to Indigenous people/communities (Use of Western Archives by Indigenous People) Part 1**

Readings reflections: write a report about what you learned on this tour, and reflect on how this connects to your readings and class discussions so far?

**Week of September 26, 2023: Archives with content of Interest to Indigenous people/communities, Part 2**

Readings reflections: Using readings, what you have learned through visiting the HBCA, reflect on what insights you can gain by understanding the history of the archive you are working in, as well as its current context and mandate? How can this information help you in both finding relevant records and understanding them? Using W5: how would we answer the who, what, when, where, and why of the arrangement system the HBCA uses? [for instance, who was this system created for/by? Why was it created, etc.]. How can asking these questions help us to find and to understand the records in this collection?

**Week of October 3, 2023: Materiality as Archive**

Reflection: Pick an object in the gallery – suggest a record in the HBC archives that would expand our understanding of the record/material item. Explain your choice and how this enhances our understanding of the item, the record, or both by bringing in your thoughts on the readings where appropriate.

**Week of October 17th, 2023: Making New Archives/Visions for the Future: Indigenous Memory and Knowledge Collections – SCO/HBCA**

Readings reflections: how will you use what you have read/heard in this presentation and these readings [feel free to draw on earlier material as well] in how you will remake the arrangement and description of an HBC record group.

**Week of October 24, 2023: Indigenous memory and archives in the 21<sup>st</sup> century and related issues Part 1: Access and Control**

Readings reflections: What do we mean when we talk about “Indigenous data sovereignty?” How might it apply to existing archives like Library and Archives Canada? How might it apply to the new SCO archive and your presentation?

**Week of October 31, 2023: Indigenous memory and archives in the 21<sup>st</sup> century and related issues Part 2: Inherent biases of a different kind: Algorithm Bias**

Readings reflections: What have you learned from the readings and presentation this week that you had not thought of before? How could you put the information we have covered this week to use in your final presentation? How could you put it to use when you are doing historical research?

**Week of November 7, 2023: Perched on a Precipice: The NCTR**

Readings reflections: Compare the idea of a clearing house discussed in RCAP, the TRC’s vision for what would become the NCTR, the TRC’s Calls to Action\*, and the Special Interlocutor’s



observations on the NCTR in their interim report. Give examples and use references as needed. Are these lessons to be learned for other Indigenous archives here? \*Be sure to identify ALL of the Calls that are relevant to archives and archival practices from these Calls to Action, so read with this in mind.

***Work submitted for evaluation should be typed using Word, in Times Roman 12-point font. Students MUST include their name in the body of their assignment to get credit for it.***

Students will be asked for identification when writing a test or examination

The first day of class is *5 September 2023*. Last class will be held on *28 November 2023*.

The voluntary withdrawal date, without academic penalty is:

- November 13, 2023 for Fall courses which begin in September 2023 and end in December 2023

Students are encouraged to see the instructor before withdrawing from the course.

Please note that withdrawing before the VW date does not necessarily result in a fee refund.

Students are reminded that they have a responsibility to regularly check their uwinnipeg e-mail addresses to ensure timely receipt of correspondence from the University and/or their course instructors.

The University is closed for holidays:

September 4 (Labour Day), September 30 (Truth and Reconciliation Day),  
October 9 (Thanksgiving Day), November 11 (Remembrance Day), December  
23 through January 4, February 19 (Louis Riel Day), March 29 (Good Friday).  
Fall mid-term reading week is October 8-14.

Students may choose not to attend classes or write examinations on holydays of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make up work or examinations without penalty. A list of religious holidays can be found in the 2023-24 Undergraduate Academic Calendar:

<https://www.uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>

Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams or during lectures/laboratories are encouraged to contact Accessibility Services (AS) at 204.786.9771 or <https://www.uwinnipeg.ca/accessibility-services/> to discuss appropriate options. All information about a student's disability or medical condition remains confidential.



Reference to the appropriate items in the Regulations & Policies section of the *Course Calendar*, including Senate appeals and academic misconduct (e.g. plagiarism, cheating)

<https://www.uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf>. Instructors should become familiar with the procedures for dealing with alleged academic misconduct at <https://pace.uwinnipegcourses.ca/sites/default/files/pdfs/publications/Academic%20Misconduct%20Procedures.pdf> and <https://www.uwinnipeg.ca/institutional-analysis/docs/policies/academic-misconduct-policy.pdf>

All students, faculty and staff have the right to participate, learn, and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found at <https://www.uwinnipeg.ca/respect/>.

Dean of Arts Recommendations:

### **Regulations, Policies, and Academic Integrity.**

Students are encouraged to familiarize themselves with the Regulations and Policies found in the University Academic Calendar at

<https://www.uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf>.

Particular attention should be given to subsections 8 (Student Discipline), 9 (Senate Appeals), and 10 (Grade Appeals). It is essential to maintain academic integrity and there are potential consequences of engaging in plagiarism, cheating, and other forms of academic misconduct.

Even unintentional plagiarism is a form of academic misconduct. Similarly, uploading essays and other assignments to essay vendor or trader sites (filesharing sites that are known providers of essays for use by others who submit them to instructors as their own work) is a form of misconduct, as it involves aiding and abetting plagiarism. An updated and expanded U of Winnipeg library site outlining principles of Academic Integrity can be found at <https://library.uwinnipeg.ca/use-the-library/help-with-research/academic-integrity.html>.

Important information is outlined in the Academic Misconduct Policy and Procedures:

<https://www.uwinnipeg.ca/institutional-analysis/docs/policies/academic-misconduct-policy.pdf> and

<https://pace.uwinnipegcourses.ca/sites/default/files/pdfs/publications/Academic%20Misconduct%20Procedures.pdf>

### **Academic Integrity and AI Text-generating Tools.**

The use of AI Text-generating Tools for this course is prohibited.

Students must follow principles of academic integrity (e.g., honesty, respect, fairness, and responsibility) in their use of material obtained through AI text-generating tools (e.g., ChatGPT, Bing, Notion AI). If an instructor prohibits the use of AI tools in a course, students may face an allegation of academic misconduct if using them to complete assignments.

### **Respectful Learning Environment.**

Students are expected to conduct themselves in a respectful manner on campus and in the learning environment irrespective of platform being used. Behaviour, communication, or acts



that are inconsistent with a number of UW policies could be considered non-academic misconduct. See the Respectful Working and Learning Environment Policy (<https://www.uwinnipeg.ca/respect/respect-policy.html>) and Acceptable Use of Information Technology Policy (<https://www.uwinnipeg.ca/institutional-analysis/docs/policies/acceptable-use-of-information-technology-policy.pdf>). More detailed information is outlined in the Non-Academic Misconduct Policy and Procedure: <https://www.uwinnipeg.ca/institutional-analysis/docs/policies/student-non-academic-misconduct-policy.pdf>.

In addition to providing these links on their course outlines, instructors are encouraged to discuss the Respectful Working and Learning Environment Policy with students.

Instructors whose mode of delivery includes Zoom or a similar platform should clarify expectations for appropriate remote classroom behaviour or decorum (e.g., being on time, muting/unmuting, raising hand, reacting, etc.), and make appropriate allowances in order to respect the privacy of students (e.g., clarifying need to have video on/off).

#### **Copyright and Intellectual Property.**

Course materials are the property of the instructor who developed them. Examples of such materials are course outlines, assignment descriptions, lecture notes, test questions, and presentation slides—irrespective of format. Students who upload these materials to filesharing sites, or in any other way share these materials with others outside the class without prior permission of the instructor/presenter, are in violation of copyright law and University policy. Students must also seek prior permission of the instructor/presenter before, for example, photographing, recording, or taking screenshots of slides, presentations, lectures, and notes on the board. Students found to be in violation of an instructor's intellectual property rights could face serious consequences pursuant to the Academic Misconduct or Non-Academic Misconduct Policy; such consequences could possibly involve legal sanction under the Copyright policy <https://copyright.uwinnipeg.ca/basics/copyright-policy.htm>

#### **Research Ethics.**

Students conducting research interviews, focus groups, surveys, or any other method of collecting data from any person, including a family member, must obtain research ethics approval before commencing data collection. Exceptions are research activities done in class as a learning exercise. For submission requirements and deadlines, see <https://www.uwinnipeg.ca/research/ethics/human-ethics.html>

#### **Privacy.**

Students should be reminded of their rights in relation to the collecting of personal data by the University (<https://www.uwinnipeg.ca/privacy/admissions-privacy-notice.html>), especially if Zoom is being used for remote teaching



(<https://www.uwinnipeg.ca/privacy/zoom-privacy-notice.html>) and testing/proctoring  
(<https://www.uwinnipeg.ca/privacy/zoom-test-and-exam-proctoring.html>)

When it is necessary to cancel a class due to exceptional circumstances, the professors will make every effort to inform students via uwinnipeg email (and/or using the preferred form of communication, as designated in this outline), as well as the Departmental Assistant and Chair/Dean so that class cancellation forms can be posted outside classrooms.

A permitted or necessary change in mode of delivery may require adjustments to important aspects of course outlines, like class schedule and the number, nature, and weighting of assignments and/or exams.

Students can find answers to updates and frequently asked questions related to COVID-19 here: <https://www.uwinnipeg.ca/covid-19/index.html>