

Course Philosophy and Format:

The course consists of short lectures, discussions and student debates, based on the readings for each class. The lectures will identify and discuss the most significant events and issues of the week and also serve as guides to text readings, relating them to the course themes. Tests will be short answer in nature, while the final examination will consist of both short answer and essay type questions. ALL essay topics must be discussed and cleared with me before final submission. An attendance and participation mark will be given, based on consistent class attendance and taking part in the class discussions or simulations. Late assignments will be penalized 50% each day overdue, UNLESS you have spoken with me in advance. STUDENTS WILL BE ALLOWED ONLY ONE EXTENSION. THERE IS NO GRACE PERIOD AFTER THE AGREED UPON DATE. Any students having trouble with their assignments or the course are THEREFORE encouraged to contact me as soon as possible -- after class, by contacting me in the office or calling me at home (between 8 a.m. and 6 p.m., if possible!) at 539-7764. I am always willing to help in any way I can.

Marking Scheme:

Reflection Paper (on <u>Poison Stronger Than Love</u>) (6 page)	10
Review Essay (on <u>Prison of Grass</u>) (eight page)	10
Mid-term Test (in class)	15
Research Essay (personal topic) (twelve page)	20
Attendance and Participation	15
Final Exam	30
<hr/>	
	100%

NB: Students must pass the final examination (50%) to complete the course successfully.

Course Outline:

Week One: Introductions

Wed. January 4, 1995 - Source and Course Introduction

Fri. - The East: Early Indian Acts and Settlement

READ: Tobias and Milloy in Miller, Sweet Promises, pp. 127-156.

Background: Dickason, First Nations, Chapters 16-17.

Week Two: East, West and North

Mon. - The East: Resistance

READ: Ontario History, to be announced.

Wed. - The Plains: Horse and Buffalo Wars

READ: Milloy, The Plains Cree, Chapters 8 and 9, pp. 83-121 RESERVE

Fri. - The North: Benign Neglect

READ: Ken Coates, "Best Left As Indians", in Out of the Background, pp. 237-255 RESERVE

Background: Dickason, First Nations, Chapt. 25.

Week Three: West Coast and Prairie Pressures

Mon. - British Columbia: From Contact to Conflict

READ: Fisher, in Sweet Promises, pp. 279-293,
AND, Fisher, "Joseph Trutch and Indian
Land Policy", in Historical Essays on British
Columbia, pp. 256-280 RESERVE

Wed. - Tensions: Missionary Visions and Society

READ: F. Pannekoek, in The West and the
Nation, pp. 72-90 RESERVE

OR: Pannekoek, "Rev. Owen Corbett and Red River
Civil War", in CHR, 1976 PERIODICALS

ALSO READ: Irene Spry, in Peterson and Brown,
The New Peoples, pp. 95-118 RESERVE

Background, Dickason, First Nations, Chapt. 18

Fri. - The Spark: Riel and the Historians

Read: O'ram, Swainson and Stanley in Riel, pp.
11-60.

Week Four: Metis Response

Mon. - The Land Debate

READ: Sprague and Flanagan, in Riel, pp. 62-91,
and 102-110.

Wed. - The Trial

READ: Morton, Thomas and trial Testimony, in
Riel, pp. 118-179.

Fri. - Retrospects

READ: Miller and Stonechild, in Sweet Promises,
pp. 243-277.

Week Five: Vision and Reality

- Mon. - The Messiah and the Madman
 READ: Flanagan and Mossman, in Riel, also Riel
 diaries and interview, pp. 208-259.
- Wed. - Plains Peoples: Taking Treaty
 READ: Taylor, Sweet Promises, pp. 207-211, and
 Irene Spry in As Long as the Sun Shines, pp. 203-
 233. RESERVE
 Background, Dickason, First Nations, Chapt. 19-20.
- Fri. - The Plains Cree: War or Peace
 READ: John Tobias, "Canada's Subjugation of the
 Plains Cree", in Out of the Background, pp.
 190-218 RESERVE
 NOTE: (also found in CHR, December, 1983, pp.
 519-548).
 Background: Dickason, First Nations, Chapt. 21.

Week Six: Survival

- Mon. - Neglect or Oppression?
 READ: Miller, in Sweet Promises, pp. 323-350.
 AND: P. Laurie Barron, "The Indian Pass System in
 the Canadian West, 1882-1935", in Prairie
Forum, Spring, 1988, pp. 25-42 RESERVE
- Wed. - Lost Harvests
 READ: Sarah Carter, in Sweet Promises, pp. 353-
 380.
- Fri. - Missionaries
 READ: Usher, in Sweet Promises, pp. 294-321,
 AND Clarence Bolt, "The Conversion of the Port
 Simpson Tsimshian", in Out of the Background,
 pp. 219-235 RESERVE

Week Seven: Struggle for Recognition

- Mon. - School Days -- Dark Days
 READ: Jacquie Gresko, "White "Rites" and Indian
 "Rites": Indian Education and Native Responses in
 the West, 1870-1910", in A.W. Rasporich, ed.
Western Canada Past and Present, RESERVE
- Wed. - The Great War
 READ: Ontario and the First World War, pp.
 cx-cxiv, 169-175 and James St.G. Walker, "Race and
 Recruitment in World War I", CHR, March 1989,
 pp. 1-26 RESERVE.
- Fri. - Tba

Reading Week and Canada Games: February 20-March 6, 1995

Week Eight: Returning Strength

Monday, March 6, 1995 - Roots of Strength

READ: Stan Cuthand, in Sweet Promises, pp. 381-392 and E.P. Patterson, in Getty and Smith, One Century Later, pp. 39-53

Background: Dickason, First Nations, Chapt. 22.

Wed. - Political Resistance

READ: Cardinal, in Sweet Promises, pp. 393-401,

Fri. - The Radical Historical Consciousness: Debating Harold Adams's Prison of Grass.

Week Nine: New North

Mon. - Inuit: Image and Illusion

READ: Blair Fraser, "Our Double Image" in MacLeans, October 17, 1964 RESERVE
AND Roberts, "Becoming Modern", in Getty and Lussier, pp. 299-314 RESERVE.

Wed. - Inuit and Development

READ: Duffy, Road to Nunavut, Chapter 4 (RESERVE).

Fri. - People and Land: Inuit and Dene

READ: Jull and others, Sweet Promises, pp. 447-457. and "The Innu of Ungava", in Drumbeat, pp. 43-70 and Watkins, "Dene Nationalism", Canadian Review of Studies in Nationalism, 8 # 1, (Spring, 1981), pp. 101-113 RESERVE

Week Ten: Political and Social Protest

Mon. - White Paper Repercussions

READ: Maria Smallface Marule, in Getty and Smith, One Century Later, pp. 103-116 and Weaver, Making Indian Policy, Chapter 7 RESERVE.
Background: Dickason, First Nations, Chapter 26.

Wed. - Indian Act and Status Debates

READ: Green, "Sexual Equality and Indian Government", Native Studies Review, 1985 RESERVE

Fri. - Political Challenge

READ: Ponting and Gibbins, Out of Irrelevance, pp. 195-218, 313-334 RESERVE

Week Eleven: The Battle for the Land I

- Mon. - James Bay I: Lessons
 READ: Richardson, Strangers Devour the Land,
 pp. 18-32, 243-259, 296-330 RESERVE
- Wed. - Aboriginal Rights and Land Claims
 READ: Dickason, First Nations, Chapter 23.
- Fri. -

Week Twelve: The Battle for the Land II

- Mon. - British Columbia Frustrations
 READ: "Gitsan and Wet'suwet'en", in Drumbeat, pp.
 265-294.
- Wed. - The East
 READ: The Lubicon
 READ: "The Lubicon", in Drumbeat, pp. 229-264
- Fri. - "The Mi'kmaq", in Drumbeat, pp. 71-104 and
 "Akwasasne", pp. 105-136.

Week Thirteen: Self-Determination

- Mon. - Negotiating: Indian and Inuit
 READ: Woodward/George, "Canadian Indian Lobby of
 Westminster, 1979-1982" in JCS, Fall, 1983,
 pp. 119-143 RESERVE or PERIODICALS
 ALSO McInnes, "The Inuit and the Constitutional
 Process", in Getty and Lussier, pp.314-336.
 CONSULT Duffy, Road to Nunavut, Chapter 5 RESERVE
- Wed. - Frustration
 READ: Weaver, "Indian Policy in the New
 Conservative Government", in Native Studies
 Review, 1986 RESERVE

Good Friday

Week Fourteen: Near Futures

- Mon. - READ: Manuel and Posluns, "The Fourth World" in
Out of the Background, pp. 285-291 RESERVE
 and George Erasmus, in Drumbeat, pp. 1-42,
 295-302.
 AND: Purich, in Sweet Promises, pp. 421-437.

Wednesday, April 20, 1995 - Rights and Violence

READ: Dickason, First Nations, Chapter 27-Epilogue.

Final Exam: To be marked by the on-site instructor.

Course Description: The course traces and examines developments in Canadian Native History from the implementation of the reserves system in the 1830s to the present day. Topics for each class deal with both historic documents and the discussions of historians about key events and issues in the history of Canadian Native peoples. We begin by examining the causes and explanations for Native peoples' loss of independence, and the subsequent struggle to survive and preserve their identity in conditions of extreme cultural, legal, economic and spiritual adversity. After examining and evaluating the roots of Native recovery in the period around World War I, and the renewed struggle for social, cultural and political agency after 1945, the course evaluates the new Native militancy of the last decade. In addition, this course has been designed for students to consider the applications of historical knowledge and research for Canada's problematic future.

Course Objectives and Marking Criteria:

While imparting to students a working knowledge of past events and issues, the course also requires students to learn, practice and master a number of cognitive, research and writing skills as well as those of historical analysis, as competence in all is required for academic progress, as well as personal growth and empowerment. Successful students will, using history as the data base, propose questions, collect (using a variety of media) and evaluate both historic data and the previous ideas of leading historians, as well as communicate the results of their research to the instructor and the class. Universities require of students the ability to express one's self well in writing in order to complete courses satisfactorily. The written forms include:

1. One short-answer mid-term test, where students will identify, evaluate and comment on the significance of various events, personalities, themes or issues from the course. The test will be written in class, and require answers of about 3-400 words per question, to two or three questions (from a choice of at least ten) in total. Worth 15 per cent of the final mark.

2. One reflection paper, that is, a brief (6 page) informed reflection on the study of Grassy Narrows Reserve by A. Shkilnyk, relating her findings to one's own educational and life experience. A full description of the objectives and nature of a reflection paper will be distributed in another handout. Worth 10 per cent.

3. One critical book review of Harold Adams' Prison of Grass. Students will briefly analyze Adams's thesis, his discussion of Metis history and the validity of his ideas about Canadian Native history and contemporary problems. A brief handout will describe the criterion of a successful review. Worth 10 percent.

4. One research paper, on a topic personally chosen by the student and approved by the instructor, consisting of about ten or twelve pages, and using at least eight sources. This paper will have a thesis and argue that the research discussed in the paper builds towards a decisive conclusion. Worth 20 percent.

5. Because spoken discourse and critical debate is essential to Senior University progress, the students will be marked on attendance and participation in each class, for a total of 10 per cent of the final mark. Students are expected to come to class with the readings completed, notes made on the reading and with some questions, opinions or critical conclusions made about both the events discussed in the readings and the stand taken on these events by the writers involved.

6. A final examination will be written during the examination at the end of academic semester, involving short answer and essay-type questions, surveying the major themes of the course. The examination will last three hours and will be worth 30 per cent of the final mark.

Knowledge Objectives: Successful students will know the relevant personalities, interest groups, policies, issues of conflict and consensus, periods and historical influences which explain the history of Native Peoples in Canada during the period described in the course. Students also will learn, by use, those sources and writers which give the most relevant, informative and controversial information and perspectives of this field. In completing this course, students will acquire the working knowledge of both main events and sources which dominate this field, preparing themselves for informed leadership in education, public information, legal careers or other forms of leadership which stem from these themes, issues, interest groups and events.

To accomplish this, frequent consultation with the instructor is encouraged (indeed required) throughout the course. Any student with concerns or questions or desiring a forum for debate will be welcomed gladly and encouraged to participate fully in all aspects of the course and its instruction. Keep in touch with the instructor!