

History 3690 (AU NST 369): The Native Aspect of Canadian History
after the 1830's
Senior Course (3 credits)
Grande Prairie Regional College
Winter, 1996

Instructor: Dr. Duff Crerar, Ph.D. Office: C 216
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Introduction: Home Phone: 539-7764

This course traces developments in Canadian native peoples' history from the implementation of the reserves system to the present. Through lectures, case studies and class discussions, the class will examine the origins and assess the outcome of British and Canadian government policy towards native peoples, the birth of varied forms of resistance by native groups and the growth of modern native political movements. Students will write a mid-term test, a brief reflection paper, a short review essay, a research paper due in early March and a final examination at end of term. Readings not available in textbooks will be provided to students from the Reserve Desk of the Library at G.P.R.C.

Texts: (Available at G.P.R.C. Bookstore)

Bowsfield, H. Louis Riel: Selected Readings. Toronto: Copp Clark Pitman, 1988.
Adams, H. Prison of Grass, Rev. ed., Toronto: Fifth House, 1975.
Richardson, B. Drumbeat: Anger and Renewal in Indian Country. Summerhill Press, 1989.
Shkilnyk, Anastasia. A Poison Stronger than Love: The Destruction of an Ojibwa Community. Yale U. Press, New Haven, Connecticut, 1985.
Dickason, Olive P. Canada's First Nations, McClelland and Stewart, 1992.

Recommended:

Note: Students who have not taken History 3680 in the Fall Term may wish to purchase or borrow copies of the following texts, as some classes will be based on readings from each book.

J.R. Miller, Sweet Promises: A Reader on Indian-White Relations. U. of T., 1991.
Getty and Lussier. As Long as the Sun Shines and the Water Flows. UBC Press.
Fisher and Coates. Out of the Background. Copp Clark Pitman.

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 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
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	100%

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

Course Outline:

Week One: Introductions

Tue. January 9, 1996 - Source and Course Introduction
Film: "Acts of Defiance"

Week Two: Policy and Projects

Indian Acts:

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

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

The North: Benign Neglect

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

Dickason, First Nations, Chapt. 25.

Week Three: East and West

The East: Resistance

READ: Ontario History, March, 1994, pp. 9-71 RESERVE.

The Plains: Buffalo Wars

READ: Milloy, The Plains Cree, pp. 103-121 RESERVE

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

Week Four: Prairie Pressures

Tension in Red River

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

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

Dickason, First Nations, Chapt. 18

The Spark: Riel and the Historians

Read: O'ram and Stanley in Riel, pp 11-30, 42-60.

Week Five: Flames and Firepower

The Land Debate

READ: Sprague and Flanagan, in Riel, pp. 62-93, and 102-110. The Trial

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

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

Week Six: The West: Vision and Reality

The Messiah and the Madman

READ: Flanagan and Mossman, in Riel, also Riel diaries and interview, pp. 208-259.

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

Dickason, First Nations, Chapt. 19-20.

The Plains Cree: War or Peace

READ: John Tobias, "Canada's Subjugation of the Plains Cree", Out of the Background, pp. 190-218 RESERVE

Dickason, First Nations, Chapt. 21.

Week Seven: Survival

Neglect or Oppression?

READ: Miller, in Sweet Promises, pp. 323-350.

AND: F. Laurie Barron, "The Indian Pass System in the Canadian West, 1882-1935", in Prairie Forum, Spring, 1988, pp. 25-42

RESERVE

Lost Harvests

READ: Sarah Carter, in Sweet Promises, pp. 353-380.

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

Reading Week: February 26-March 1, 1996

Week Eight: Struggle for Recognition

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

Also Taljit, "Good intentions" in Past Imperfect, RESERVE

The Great War

READ: James St.G. Walker, "Race and Recruitment in World War I", CHR, March 1989, pp. 1-26 RESERVE; also James Dempsey, "The Indians and World War I, Alberta History, RESERVE.

Week Nine: Returning Strength

March 5, 1996 - 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 Dickason, First Nations, Chapt. 22.

Political Resistance

READ: Cardinal, in Sweet Promises, pp. 393-401, The Radical Historical Consciousness: Debating Prison of Grass.

Week Ten: New North

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.

People and Land

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 Eleven: Political and Social Protest

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.

Dickason, First Nations, Chapter 26.

Indian Act and Status Debates

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

Political Challenge

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

Week Twelve: The Battle for the Land

James Bay I: Lessons

READ: Richardson, Strangers Devour the Land, pp. 18-32, 243-259, 296-330 RESERVE

British Columbia Frustrations

READ: "Gitksan and Wet'suwet'en", in Drumbeat, pp. 265-294.

Aboriginal Rights and Land Claims

READ: Dickason, First Nations, Chapter 23.

The East: "Mi'kmaq", in Drumbeat, pp. 71-104 and "Akwesasne", pp. 105-136.

Week Thirteen: Frustration:

READ: Weaver, "Indian Policy in the New Conservative Government", in Native Studies Review, 1986 RESERVE

Near Futures

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.

Purich, in Sweet Promises, pp. 421-437.

Dickason, First Nations, Chapter 27-Epilogue.

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

History 3690: Canadian Native Aspects: Course Objectives

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!