

Grande Prairie Regional College
Department of Arts, Commerce and Education
HI3690/NST369: Canadian Native History since the 1830's
(Senior Course, 3-credits)
Winter, 2000 Rm. A212
Instructor: Duff Crerar, Ph.D. Office: C216
E-mail: Duff.Crerar@GPCR.AB.CA Off. Phone: 539-2828
Hme. Phone: 539-5787

Course Introduction:

The course traces developments in Canadian native Peoples' history from the implementation of the reserve system to the present. Through lectures, case studies, class discussion, reading and reflection, students will examine the origins and assess the outcomes of British and Canadian government policy towards indigenous peoples, the birth of various forms of resistance by native groups and the growth of modern first nations' political movements. A special focus has been made in this course on the process of treaty re-appraisal that has been going on in recent years, as first nations have called governments to account for the gaps between oral and written versions of the treaty process. Students will write a mid-term test, a brief reflection paper, a short treaty assignment, a research paper (due in March) and a final examination. Readings not found in the textbooks will be available from the Reserve Desk at the GPCR Library.

Texts:

Dickason, Olive P. Canada's First Nations. Oxford, 1997 (2nd Ed.)
Coates, K., Fisher, R. Out of the Background. Irwin, 1998 (2nd Ed.)
Treaty 7 Elders and Tribal Council. The True Spirit and Original Intent of Treaty 7. McGill-Queen's U. Press, 1996.
Crerar, D. and Petryshyn, J. (ed.) (TBA)
Native Peoples and Colonialism, BC Studies.
Shkilnyk, A. A Poison Stronger than Love. Yale U. Press, 1985.

Course Philosophy and Format:

BE PREPARED! Based on the readings assigned for class, students will be called on to take an active part in discussions and debates each week. Lectures will identify and outline the most significant events, themes and issues each week, and also serve as guides to text readings. The test will be short answer, while the final examination will be essay questions. All research essay topics must be approved by the instructor before final submission. Late assignments will be penalized unless cleared with the instructor in advance. Students will be allowed only ONE extension. Therefore, anyone having essay/course problems of any kind are encouraged to contact me as soon as possible -- after class, in office hours (Fridays, 10-12 noon) or at home (between 8 am and 6 pm, if possible!) I am always willing to help in any way I can.

Marking Scheme:

Reflection Paper (on <u>Poison Stronger than Love</u>)	6-8 pages	15%
Treaty Assignment	8-9 pages	20%
Mid-Term test (in-class)		10%
Research Essay (personal topic, 12 pages)		20%
Attendance and Participation		10%
Exam		25%
=====		100%

NB: students must pass the final exam (50%) to complete the course successfully.

Course Outline:

- Week One (January 10): Policies and Projects
 READ: Dickason, First Nations, chapt. 16-17; also Tobias and Milloy, in Sweet Promises, pp. 127-156 RESERVE and Furness, in Native Peoples and Colonialism, pp. 7-44.
- Week Two (January 17): Prairie and Pacific
 READ: Milloy, Plains Cree, pp. 103-121 RESERVE
 also Fisher, in Historical Essays on B.C., pp. 256-280 RESERVE
 Tennant, in Out of the Background, pp. 279-296; also Galois, Native Peoples and Colonialism, pp. 105-147, and Van Kirk, Ibid., pp. 148-179, and Brealey, Ibid., pp. 181-236.
- Week Three (January 24): Metis Militancy
 READ: Dickason, Chapter 18, also Payment, in Women of the First Nations, pp. 19-38 RESERVE and O'ram, Flanagan and Mossman, in Riel, pp. 11-30, 208-259 RESERVE
- Week Four (January 31): Disaster on the Prairies
 READ: Tobias, in Out of the Background, pp. 150-176, also Miller and Stonechild, Sweet Promises, pp. 243-277 RESERVE
 also Dickason, chapt. 20-21
- Week Five (February 7): Survival
 READ: Francis, Carter, in Out of the Background, pp. 177-195, 310-319; also Carter in Sweet Promises, pp. 294-321 RESERVE
 Also Gresko, in Western Canada Past and Present, pp. 163-181 RESERVE also Barman, Native Peoples and Colonialism, pp. 237-266.
- Week Six (February 14): Pieces of Paper and the Power of Memory
 READ: Dickason, chapt. 19; Treaty 7 Elders, True Spirit, Part I (pp. 3-187)
- Reading Week, February 21: (Write that Essay!)

Week Seven (February 28): Treaties and Historians

READ: Treaty 7 Elders, True Spirit, Part II. Also read Crerar and Petryshyn, (ed.) TBA and Fisher, Out of the Background, pp. 391-401.

Week Eight (March 6): To the North

READ: Ray, Out of the Background, pp. 83-101; Abel, Ibid., pp. 118-149; and Blondin, Ibid., pp. 245-278, and Coates, Ibid., pp. 196-209. Also Dickason, chapt. 25. Also Legare, First Nations in Canada, pp. 404-432 RESERVE

Week Nine (March 13): Roots of Strength and Recovery

READ: Dickason, chapt. 22, 24; also Dempsey, in Alberta History RESERVE; also Cuthand, Sweet Promises, pp. 381-392 RESERVE

Week Ten (March 20): The Struggle for Self-Government

READ: Ponting and Gibbins, Out of Irrelevance, pp. 195-218 RESERVE; Dickason, chapt. 27; also Ponting, First Nations in Canada, pp. 35-67, and Cockerill and Gibbins, Ibid., pp. 383-401 RESERVE

Week Eleven (March 27): The Battle for the Land

READ: Dickason, chapt 26; also "The Lubicon", "The Innu of Ungava" in Drumbeat RESERVE; also Richardson, Strangers Devour the Land, pp. 18-32, 243-259, 296-330 RESERVE. Also Romsemary Brown, Women of the First Nations, pp. 151-166 RESERVE, and Symons, First Nations in Canada, pp. 206-221 RESERVE

Week Twelve (April 3): Militancy

Dickason, chapt 28; also "Micmaq", "Akwesasne" and postlude by Erasmus, in Drumbeat RESERVE and Paul, in Out of the Background, pp. 320-352, and Miller, Ibid., 367-390.

Week Thirteen (April 10): Review and Assessment

READ: Brownlie and Kelm, Out of the Background, pp. 210-222 Dickason, chapt 23 and epilogue, also Fiske, Native Peoples and Colonialism, pp. 267-288; and Ponting, First Nations in Canada, pp. 445-472 RESERVE.

Final Exam: TBA

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, leaders and issues in the history of Canadian indigenous 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. Close attention will be given to the processes by which Treaties 7 and 8 were made, and the controversies about their history today. 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 and struggles for self-government during the last decade. In addition, this course has been designed for students to apply their historical knowledge and research to Canada's problematic future with its first nations' peoples.

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.

2. One reflection paper, that is, a brief, 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.

3. One critical study of Treaties 7 and 8, based on texts from the course. Students will summarize and assess the competing accounts of the treaties by elders, governments and scholars. A brief handout will describe the criterion of a successful paper.

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

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 25 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!