

FEB. 07 2003

Grande Prairie Regional College

Department of Arts, Commerce and Education

**HI3690/IST369: Canadian Native History since the 1830's**

Senior Course, (3-credits)

Winter, 2003 Rm. A201

**Instructor: Duff Crerar, Ph.D.**

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**Office Hours:** Wednesday 11-12, 1-2:30, Fridays 1-2:30

### **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 and a final examination. Readings not found in the textbooks will be available from the Reserve Desk at the GPRC 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.)

Crerar, D. and Petryshyn, J. **Treaty 8 Re-Visited** (1999).

**Native Peoples and Colonialism, BC Studies.**

Milloy, **The Plains Cree**. (U Manitoba Press, 1993). Recommended

J.R. Miller, **Sweet Promises**, (U of Toronto Press, 1991) Highly Recommended

### **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, etc. **I am always willing to help in any way I can.**

**Marking Scheme:**

Treaty Assignment	10-12 pages 25%
Mid-Term test (in-class)	10%
Research Essay (personal topic, 15 pages)	25%
Attendance and Participation	10%
Exam	30%

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100%

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

**Course Outline:**

**Launching:** Monday, 6 January, 2003: Policies and Projects

Friday: The Settler's Project

READ Dickason, **First Nations**, chaps.16-17

Tobias **Sweet Promises**, pp. 127-144

Milloy, **Sweet Promises**, 145-156

Furness, in **Native Peoples and Colonialism**, 7-44.

**Week Two** (January 13): Pacific Predators and Colonialism

Monday: READ Fisher, **Historical Essays on B.C.**, 256-280 RESERVE

Tennant, **Out of the Background**, 279-296.

Friday: READ Galois, **Native Peoples and Colonialism**, 105-147

Van Kirk, **Ibid.**, 148-179

Brealey, **Ibid.**, 181-236.

**Week Three** (January 20): Metis Militancy

Monday: READ Dickason, Chapter 18

Payment, **Women of the First Nations**, 19-38

Owram, in **Riel**, 11-30 RESERVE

Friday: READ Flanagan and Mossman, in **Riel**, 208-259 RESERVE

**Week Four** (January 27): Disaster on the Prairies

Monday: READ Milloy, **Plains Cree**, 68-121

Tobias, **Out of the Background**, 150-176.

Friday READ Miller and Stonechild, **Sweet Promises**, 243-277

Dickason, chaps. 20-21

**Week Five** (February 3): Survival

Monday: READ Francis, Carter, **Out of the Background**, 177-195, 310-319; and Carter **Sweet Promises**, 353-377.

Friday: READ Gresko, in **Western Canada Past and Present**, 163-181 RESERVE; Barman, **Native Peoples and Colonialism**, 237-266.

**Week Six** (February 10): Pieces of Paper and the Power of Memory

Monday: READ Dickason, chapt. 19

Crerar and Petryshyn, **Treaty 8 Re-visited**, 29-113.

Friday: READ **Treaty 8 Re-Visited**, 151-193  
Fisher, **Out of the Background**, pp. 391-401.

**Week Seven** (February 17): Days of Renewal and Reckoning

Monday: Family Day Holiday (Yipeeeeeee!)

Friday: Mid-Term

Reading Week: February 24-28 (Write that Essay!)

**Week Eight** (March 3): To the North

Monday: READ Ray, **Out of the Background**, 83-101; Abel, **Ibid.**, 118-149; Blondin, **Ibid.**, pp. 245-278.

Friday: READ Coates, **Ibid.**, 196-209; Dickason, chapt. 25.

**Week Nine** (March 10): Roots of Strength and Recovery

Monday: READ Dickason, chapt. 22, 24;

J. Dempsey in **Alberta History**, and **Warriors of the King**, chaps 3-4 RESERVE

Friday: READ Cuthand, **Sweet Promises**, 381-392 RESERVE

**Week Ten** (March 17): The Struggle for Self-Government

Monday: READ Ponting and Gibbins, **Out of Irrelevance**, 195-218 RESERVE; Dickason, chapt. 27

Friday: TBA

**Week Eleven** (March 24): The Battle for the Land

Monday: READ Dickason, chapt 26; "The Lubicon", "The Innu of Ungava" in **Drumbeat** RESERVE

Rosemary Brown, **Women of the First Nations**, 151-166 RESERVE

Friday, READ Richardson, **Strangers Devour the Land**, 18-32, 243-259, 296-330 RESERVE

**Week Twelve** (March 31): Militancy

Monday, Read Dickason, chapt 28: "Micmaq", "Akwesasne" and postlude by Erasmus, in **Drumbeat** RESERVE

Friday, READ Paul, **Out of the Background**, 320-352; Miller, *Ibid.*, 367-390.

**Week Thirteen** (April 7): Where next?

Monday, READ Brownlie and Kelm, **Out of the Background**, 210-222; Dickason, chapt 23 and epilogue

Friday, READ Fiske, **Native Peoples and Colonialism**, 267-288

Ponting, **First Nations in Canada**, 445-472 RESERVE.

**Week Fourteen:** April 14: Exam Prep and Review

**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 by historians of 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 (especially Treaty 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.

Because competence in all is required for academic progress, as well as personal growth and empowerment, high standards are set for this process. 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 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 critical study of Treaty 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.

3. 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.

4. 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!