

Grande Prairie Regional College

Department of Arts/Education

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

Senior Course, (3-credits)

Winter 2010 Rm.

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Office Hours:

Course Introduction:

The course traces developments in Canadian native peoples' history from the implementation of the first reserve systems 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 indigenous 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 and Métis 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:

Alfred, T. **Wasase**, Broadview Press, 2005.

Brown, Jennifer, and Vibert, E. **Reading Beyond Words**. Broadview Press.

Dickason, Olive. **Canada's First Nations**. Oxford U. Press, 2008.

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

Native Peoples and Colonialism, **BC Studies**, #s 115-116.

Milloy, **The Plains Cree**. U. Manitoba Press, 1993.

Warry, Wayne. **Ending Denial**. U. of T. Press, 2008.

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	20%
Mid-Term test (in-class)		15%
Research Essay (personal topic, 15 pages)		25%
Attendance and Participation		10%
Exam		30%
=====		
		100%

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

Course Outline:**Week One:** January: Policies and Projects

Tuesday: Contact, Cooperation and Competition in Canada, 1500-1830

Thursday: The Settler's Project

READ Miller, **Skyscrapers**, Chapt. 5-6

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

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

Furniss, in **Native Peoples and Colonialism**, 7-44

Week Two 13 September: Pacific Predators and Colonialism

Tuesday: READ: Miller, **Skyscrapers**, Chapt. 8

Fisher, **Historical Essays on B.C.**, 256-280 RESERVE; Tennant,
Out of the Background, 279-296

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

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

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

Week Three 20 September: Métis Militancy

Tuesday: READ Miller, **Skyscrapers**, Chapt. 7, 9-10; Payment, in **Women of the First Nations**, 19-38, O'ram, in **Riel**, 11-30 RESERVE

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

Week Four 27 September: Disaster on the Prairies

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

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

Thursday: READ Miller and Stonechild, **Sweet Promises**, 243-277
RESERVE

Week Five 4 October: Survival

Tuesday: READ: Miller, **Skyscrapers**, Chapter 11; Francis, Carter, **Out of the Background**, 177-195, 310-319; and Carter **Sweet Promises**, 353-377 RESERVE

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

Week Six 11 October: Pieces of Paper and the Power of Memory

Tuesday: READ: Crerar and Petryshyn, **Treaty 8 Re-visited**, 29-113

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

Week Seven 18 October: To the North

Tuesday: READ Miller, **Skyscrapers**, Chapter 12; Ray, **Out of the Background**, 83-101; Abel, *Ibid.*, 118-149.

Thursday: Blondin, **Out of the Background**, pp. 245-278 and Coates, *Ibid.*, 196-209

Week Eight 25 October

Tuesday: READ:

Thursday: READ:

Week Nine 1 November: Roots of Strength and Recovery

Tuesday: READ: Dempsey in **Alberta History**, RESERVE and **Warriors of the King**, Chaps 3-4 RESERVE

Thursday: READ Cuthand, **Sweet Promises**, 381-392; Cardinal, 393--401 RESERVE; and Miller, **Skyscrapers**, Chapter 13

Week Ten 8 November: The Struggle for Self-Government

Tuesday: READ Ponting and Gibbins, **Out of Irrelevance**, 195-218 RESERVE

Thursday: TBA

Week Eleven 15 November: The Battle for the Land

Tuesday: Miller, **Skyscrapers**, Chapter 14; "The Lubicon", "The Innu of Ungava" in **Drumbeat** RESERVE; Rosemary Brown, in **Women of the First Nations**, 151-166 RESERVE

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

Week Twelve 22 November: Militancy

Tuesday, READ: Miller, **Skyscrapers**, Chapter 15; "Micmaq", "Akwesasne" and postlude by Erasmus, in **Drumbeat** RESERVE

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

Week Thirteen 29 November: Where next?

Monday, READ: Miller, **Skyscrapers**, Chapter 16; Brownlie and Kelm, **Out of the Background**, 210-222

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

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

Week Fourteen: 6 December:

Tuesday: ESSAY DAY

Thursday: 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 evolved (especially Treaty 8), 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

events 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 that 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!