



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE ~ Winter 2012

HL3690 (A3): The Native Aspect of Canada's History Before 1830 ~ 3 (3-0-0) 45 Hours

INSTRUCTOR:	Dr. Duff Crerar, Ph.D.	PHONE:	780-539-2828
OFFICE:	C-404	E-MAIL:	dcrerar@gprc.ab.ca
OFFICE HOURS:		TBA, and by appointments	
Time: Tuesday/Thursday	11:30-1:00 pm	Room: A211	

CALENDAR DESCRIPTION:

The experiences of native peoples in Canada's history from first treaties through to present day form the basis for this course. Through lectures, case studies and discussion of selected readings, students examine and evaluate the interactions between settler and immigrant culture, especially during the Canadian National period. The course places special emphasis on Indian involvement in treaty making, the development of Canadian colonialist and civilizing policies and the struggles of native peoples to direct their destiny in the face of modern Canadian developments.

CREDIT/CONTACT HOURS: 3 credits / 3 hours per week

DELIVERY MODE(S): Animated Lecture, Moodle, & Audio-Visual technologies

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 also will follow the rise of Canadian native militancy after the First World War and study its expansion and changing character in the last forty years. Students will write a mid-term test, 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.

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

Crerar, D. and Petryshyn, J. **Treaty 8 Re-Visited**. Grande Prairie, Lobstick Press, 1999.

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

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

OBJECTIVES:

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 communication as well as knowledge competence is required for academic progress, as well as personal growth and empowerment, this course has high standards. 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 text and five or six pages notes and bibliography, 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. Students will write a final examination, 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 reach these objectives, students should consult frequently with the instructor, and attend class consistently. 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!

Marking Philosophy: I do not mark by the system known as “norm referencing”. I use instead a modified “criterion grading” system whereby each student masters key data, concepts and skills individually. I lend assistance and adapt instruction (not standards) for students with special needs, difficult circumstances or injuries, or unique and varied cognitive gifting. On the other hand, I do monitor the class collectively to assess our health as a learning community throughout the course. Each assignment will be graded and given a number, which over the term will accumulate to a total out of 70. The final Examination mark out of 30 will be added to make a total of one hundred. At that point I will track back over other assignments and re-calculate, as necessary, the percentages achieved to come to a percentage which represents all the assignments, so your complete class performance is fairly represented. That final percentage is converted to a grade on the GPRC system.

PS: Please ask me about any details you have questions concerning, and if any grade you receive is, in your perception, unfair.

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

Evaluation:

Treaty Assignment	20%
Mid-Term test (in-class)	15%
Research Essay (personal topic, 20 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.

Late assignments will be penalized 50% each day overdue, UNLESS you have spoken with me in advance. I do not like surprises!

Key Dates

11 January: Last day to add classes.
19 January: Last Day to drop classes
20-24 February: Reading Week (yippee!)
6 March: Last day to withdraw without penalty
6 April: Good Friday
12 April: Classes End.

Course Schedule:

Week One: 5 January: Policies and Projects

Tuesday: READ: Dickason, Chapters 12-16

Week Two: 10 January

Tuesday: The Settler's Project

READ: Dickason, Chapter 17; Tobias **Sweet Promises**, pp. 127-144 RESERVE

Thursday: Developmental Strategies and Outcomes

READ: Milloy, **Sweet Promises**, 145-156; and Furniss, **Native Peoples and Colonialism**, 7-44

Week Three: 17 January: Pacific Predators and Colonialism

Tuesday: READ: Dickason, Chapter 18; Fisher, **Historical Essays on B.C.**, 256-280

RESERVE, and 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 Four 24 January: Métis Militancy

Tuesday: READ: Dickason, Chapters 19-21; Payment, in **Women of the First Nations**, 19-38, RESERVE

Thursday: READ: Owrn, Flanagan and Mossman, in **Riel**, RESERVE

Week Five: 31 January: Disaster on the Prairies

Tuesday: READ Milloy, **Plains Cree**, 68-121; Tobias, **Out of the Background**, 150-176 RESERVE

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

Week Six: 7 February: Survival

Tuesday: READ: Francis, Carter, *Out of the Background*, 177-195, and 310-319;

Thursday:

READ: Barman, *Native Peoples and Colonialism*, 237-266 RESERVE, and Carter *Sweet Promises*, 353-377 RESERVE

Week Seven: 14 February: 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

20-24 February: Reading Week (yippee!)

Week Eight: 28 February: To the North

Tuesday: READ: Dickason, Chapter 25; 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 Nine: 6 March: Roots of Strength and Recovery

Tuesday: READ: Dickason, Chapter 22; Dempsey in *Alberta History*, RESERVE and *Warriors of the King*, Chaps 3-4 RESERVE

Thursday: READ Cuthand, Cardinal, *Sweet Promises*, 381-401 RESERVE

Week Ten: 13 March: The Struggle for Self-Government

Tuesday: READ Dickason, Chapters 23-24, 27; Ponting and Gibbins, *Out of Irrelevance*, 195-218 RESERVE

Thursday: READ: Alfred, *Wasase*.

Week Eleven 20 March: The Battle for the Land

Tuesday READ: Dickason, Chapter 26 "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: 27 March: Militancy

Tuesday, READ: Dickason, Chapter 28; "Micmaq", "Akwesasne" and postlude by Erasmus, in *Drumbeat* RESERVE

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

Week Thirteen: 2 April: Where next?

Monday, READ: Dickason, Chapter 29 and Epilogue; Brownlie and Kelm, *Out of the Background*, 210-222 Fiske, *Native Peoples and Colonialism*, 267-288; Ponting, *First Nations in Canada*, 445-472 RESERVE.

Friday, READ: *Ending Denial*

Week Fourteen: 9 April:

Tuesday: Wrap up *Ending Denial*.

Thursday: Essay Day!

Final Exam: TBA