

Grande Prairie Regional College  
**NI1000: Introduction to Native Studies**

Faculty of Arts, Science and Education  
**Fall 2005**

Credits: (3) 3 hrs. per week, Lecture/Discussion format

Pre-requisites or Co-requisites: none

**Room:** A213

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

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**Office Hours:** Mon. 10-12; Tue. 2:30-3:30; Wednesday 10:30-11:30, or by appointment.

**Introduction:** NT1000 is an introduction to Native and University level studies. Half the term will study the history of the European Canadian – Native contact in order to identify the origins of present conditions. The remainder of the course will focus on contemporary Native issues. By the end of the course, students will have a sound general knowledge of the key events, personalities and changing relationships between Europeans and first Nations and Métis peoples. Students also will have a good general knowledge of present-day issues and how progress can be made towards resolution of some of them.

**Texts:**

Ray, Arthur, **I Have Lived Here Since the World Began.** (New or Old Edition is fine).

Ross, Rupert, **Return to the Teachings,** Penguin, 1996.

Wagamese, Richard. **Keeper'n Me,** Doubleday, 1996.

*Optional:* Comeau and Aldo Santin, **The First Canadians,** Lorimer, 1995.

**Assignments:**

Study question assignments (take-home)    40%

Mid-Term    20%

Wagamese Reflection    10%

Rupert Ross/Royal Commission study    10%

Final Examination    20%

**Total**    **100%**

**Classes**

9 September: Getting Started

12 September: Life on the Land – a Life worth Living

    READ: Ray, Chapters 1-2

16 September READ: First Contacts

    READ: Ray, Chapter 3

- 19 September: Colonizers, Round One  
READ: Ray, Chapter 4
- 23 September: Competition, or Cooperation?  
READ: Ray, Chapter 5
- 26 September: Western Fur Trade  
READ: Ray, Chapter 6
- 30 September: Times of Change  
READ: Ray, Chapters 7, 11.
- 3 October: West Coast Contacts and Cultures  
READ: Ray, Chapters 8, 12
- 7 October: War and Remembrance  
READ: Ray, Chapter 9
- 10 October: Thanksgiving Holiday (Write: Richard Wagamese assignment)
- 14 October: British North America: Colonizers, Round Two  
READ: Ray, Chapter 10
- 17 October: Western Land Issues  
READ: Ray, Chapter 13
- 21 October: Treaties or War?  
READ: Ray, Chapter 14
- 24 October: Assimilation Pressures  
READ: Ray, Chapters 15-16
- 28 October: Making a Living?  
READ: Ray, Chapters 17-18
- 31 October: Recovery and Return  
READ: Ray, Chapter 19
- 4 November: Modern Battles  
READ: Ray, Chapter 20
- 7 November: Honouring Memory  
READ: Ray, Chapter 21
- 11 Remembrance Day
- 14 November READ: Women and Children
- 18 November: **Free class** (Write: Rupert Ross/ Royal Commission project)

21 November READ: Justice  
 25 November READ: The Cities and the Reserves

28 November READ: Education and Health Care  
 2 December READ: Self Government

5 December: Wrap up and Exam preparation.

**What This Course is All About (Or, Course Format and Philosophy):**

This course is unique. It is offered at both the University of Alberta and GPRC, but each class is taught in its own way, as the teachers work from their own disciplines, expertise and experiences. In addition, this course also introduces to students the different cultures and expectations of academic life in a post-secondary institution. NT1000 at GPRC, therefore, is a unique experience: a native and non-native meeting in a non-traditional learning environment to study and understand better the stories of several traditions and histories of aboriginal people and newcomers (and their offspring) in what is now Canada. We also learn new study skills, learning styles, new sources of information and especially new and sometimes awkward ways to communicate our learning.

To make this class the best, you have a right to know who I am, why I do this, and what I know from experience as well as study. I will honestly answer as best I can, and I do want you to ask! I hope you can share with me what you know or are learning, so we can form a circle to help us all succeed. I hope we can model and practice some traditional learning techniques as well as modern university-based ones. Native Studies is a relatively new subject in the history of learning, so you are part of a developing field, and both scholarship and use of what we are learning is always changing.

So here are some of my expectations, based on my experience with nearly thirty years of University teaching, parenting, advising and mentoring students, and as a person with a tribal heritage (though not of this continent) who is still on his learning path, too. Please come to class as much as you can. There is no way we can, as much as we try, compensate for personal experience (the only experience, by the way, I've ever had!). Please try as much as you can, to have the assigned readings **done before** the class. If you can't make it, contact me and your classmates to get caught up right away. If you are a bit late when you get here, come in anyway. Better late than never, I say! If for some reason you are having trouble with an assignment, contact me sooner, not later! My job is to teach and mentor you in ways to do the assignments, as well as evaluate them for marks! In class, we show respect for, and we work for the honour of all. Any serious question is respected, and welcomed.

I am glad you are here, and welcome you to this circle. As the Anishnabe say in Ontario, where I was born, *Megwetch*.