

Grande Prairie Regional College Faculty of Arts, Science and Education  
Arts and Education Department

**NI1000: Introduction to Native Studies Fall 2007**

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

Prerequisites or Corequisites: none

**Room:** B303

**Instructor:** Duff W. Crerar, Ph.D.    **Office:** C404    **Phone:** 539-2828

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**Office Hours:** TBA

**Introduction:** NT1000 is an introduction to both Native and University undergraduate studies. We will study the history of European Canadian – Native contact in order to identify the origins of present conditions. The remainder of the course will focus on contemporary Native issues and current trends in Native Studies. By the end of the course, students will have a sound general knowledge of the key events, personalities and changing relationships between European, 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. Students will master academic writing tasks, mid-term test and final examination writing, as well as submit a reflection paper and write a short research essay on the topic of their own choice.

**Texts:**

Steckley and Cummins, **Full Circle** (2<sup>nd</sup> Ed.) Prentice-Hall, 2008

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

**Assignments:**

Study question assignments (take home)	30%
Mid-Term	20%
Wagamese Reflection	20%
Short Research essay	10%
Final Examination	20%
<b>Total</b>	<b>100%</b>

**Classes**

10 September: Getting Started (all chapter and page references are from **Full Circle**)

    READ: Chapters 1-2, and study pp. 271-275

12 September:

    READ: Chapters 3-4

17 September

    READ: Chapter 6

19 September

    READ: Chapters 7-8

24 September:  
READ: Chapters, 9-10

26 September:  
READ: Chapter 11

1 October  
READ: Chapter 5

3 October: First Contact  
READ:

10 October: Fighting as Allies: New France

15 October:  
READ: War, Covenants and Settlers: British North America

17 October: From Protection to Assimilation: The Young Dominion  
READ:

22 October: The Indian Act  
READ: Chapter 12

24 October: Challenging Treaties  
READ: Chapters 13-14

29 October: Land Issues  
READ: Chapters 15-16

31 October: Religion  
READ: Chapter 17

5 November: Health  
READ: Chapter 18

7 November: Children  
READ: Chapter 19

11 Remembrance Day

14 November  
READ: Chapter 20

19 November:  
READ: Chapter 21

21 November:  
READ: Chapter 22

26 November  
READ: Chapter 23

28 November  
READ: Chapter 24

3 December

READ: Chapter 25

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 the classes are taught individually 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 postsecondary institution. NT1000 at GPRC, therefore, is a unique experience: a native and nonnative meeting, in a nontraditional 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. This is not an easy story, but it is a heroic story, for the people have survived, and have emerged as a power in the last two generations in ways that have made Canada a better place. This is a place of hope for this is a story of hope.

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 ask that from time to time you share with us what you know or are learning, so we can form a circle to help all succeed. I hope we can 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) yet who is still on his learning path.

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 share the experience of our class.

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! I do not judge.

In class, we show respect for, and we work hard for the honour of all.

Any serious question is respected, and welcomed.

We are on our best behavior. We never lie to each other. We look after each other.

I am glad you are here, and welcome you to this circle. As the Anishnabe say (for it was on their land that I was born): *Megwetch*.

