

NATST 110A Historical Perspectives in Native Studies

3 credits, 3 hours lecture

A thematic introduction to the historical relationships, colonial contexts, and social, economic, political and cultural patterns that have shaped the contemporary situation of Aboriginal peoples in Canada.

Instructor

Dr. Hugh Gordon
S213A
780-791-4981
Hugh.gordon@keyano.ca

Office Hours

Monday 11:00 – 11:50, 13:00 – 13:50
Tuesday 11:00 – 11:50
Wednesday 13:00 – 13:50
Thursday 13:00 – 14:50

Hours of Instruction

Friday 9:00 – 11:50 273

Required Resources

Burnett and Read, *Aboriginal History : A Reader* Second Edition
Dickason, Olive Patricia and William Newbigging, *Indigenous Peoples within Canada*
Daschuk, James. *Clearing the Plains: Disease, Politics of Starvation and the Loss of Aboriginal Life.*

Course Outcomes

The student will be able to:

- Identify and explain the broad themes and key events in aboriginal history in Canada post-Contact.
- Analyze and explain the differences between aboriginal and Eurocentric conceptions of Canadian history.
- Explain the importance of understanding the historical roots of the contemporary political, social and economic crises in many of Canada's aboriginal communities.

Evaluation

Book Review	10%	Mar. 6
Midterm	20%	Feb. 14
Response Paper	5%	Jan. 31
Research Essay	25%	March 27
Research Paper Proposal	5%	Feb. 28
Final Examination	35%	To be determined

A grade of C- is required for progression or transfer.

Assignments: ALL ASSIGNMENTS NEED CITATION AND CITATION FOR ALL ASSIGNMENTS MUST BE IN CHICAGO STYLE

Response Papers (5% of overall grade)

Carolyn Podruchny, "Werewolves and Windigos"	Jan. 31
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Midterm (20% of overall grade): There will be one midterm on Feb. 13.

Final Exam (35% of overall grade): The final exam will be held in a three-hour time slot during the final exam period.

Book Review (10% of overall grade):

Students will review James Daschuk's *Clearing the Plains: Disease, Politics of Starvation and the Loss of Aboriginal Life*. The review should be 4 pages (1000 words) in length.

Essay Proposal (5% of overall grade) and Essay (25% of overall grade)

Students will write an essay (7-8 pages in length, 1750-2000 words, double spaced, Times New Roman/Arial/Calibri, 12pt font) on one of the Truth and Reconciliation Commission's Calls to Action. Students are responsible for coming up with a topic in consultation with the instructor. Student **MUST** sign up for a topic no later than the third week of classes. The research paper will be due March 27. For this assignment, students will also have to write a Research Paper Proposal due on March 6. The Proposal should explain the topic and the student's thesis and include a list of sources in Chicago format on the topic that the student has chosen. **Essays will not be accepted unless the student has completed the Proposal beforehand.**

LATE POLICY: Late assignments will have 10% deducted from the final mark for the first day and will not be accepted afterwards. All written assignments must be submitted on paper and in Word (.docx) format to the instructor. ALL ASSIGNMENTS ARE MANDATORY. IF ASSIGNMENTS ARE NOT HANDED IN A STUDENT MAY RECEIVE A FAILING GRADE. Extensions may be granted if the student discusses the issue with the instructor before the assignment is due. If the student fails to ask for an extension, they will not receive any leeway regarding the final mark. Extensions will be granted on **LIMITED CASE-BY-CASE BASIS**. No extensions will be allowed on the day the essay is due. If an extension is granted, no further extensions will be given. Extensions must be approved via email with a set date.

Grading System

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory Progression	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor	D+	1.3	55 – 59.9	
Minimum Pass	D	1.0	50 – 54.9	

Work is completed in a general way with minimal support, or is poorly written or did not use proper format.

Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.
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Proposed Schedule of Topics

	Lecture	Discussion	Readings/Assignments
Week One: Jan. 10	Class introduction and Oral Tradition Film: <i>The Story of the Coast Salish Knitters (on Oral History)</i>	What do you know about Canada's Indigenous Peoples?	
Week Two: Jan. 17	Creation Stories and their purpose in Indigenous society	How do Stories affect your life?	Dickason and Newbigging, Ch. 1 and 2
Week Three: Jan. 24	First Meetings	How could First Meetings have gone differently? Would it have been possible?	Dickason and Newbigging, Ch. 3 Burnett and Read, Ch. 2
Week Four: Jan. 31	The Fur Trade	Was the fur trade equal?	RESPONSE PAPER DUE Dickason and Newbigging, Ch. 4-6 Burnett and Read, Ch. 5
Week Five: Feb. 7	Indigenous Peoples and the European Struggle for North America/ "The Indian Problem": First Nations and British Colonization of Canada	Was the Indigenous way of fighting immoral? Why did the attitude of the Canadian government change towards Indigenous Peoples?	Dickason and Newbigging, Ch. 7-10 Burnett and Read, Ch. 4
Week Six: Feb. 14	MIDTERM		MIDTERM (IN-CLASS)
Week Seven: Feb. 21	READING WEEK NO CLASS		
Week Eight: Feb. 28	The Metis and the Red River Resistance	What makes the Metis uniquely Canadian?	Dickason and Newbigging, Ch. 11 Burnett and Read, Ch. 6 ESSAY PROPOSAL DUE
Week Nine: Mar. 6	The Numbered Treaties and the Rebellion of 1885	Did the Canadian Government negotiate the numbered treaties in good faith?	Dickason and Newbigging, Ch. 12-13 Burnett and Read, Ch. 7 and 8 BOOK REVIEW DUE

Week Ten: Mar. 13	Residential Schools	Were residential schools genocide?	Dickason and Newbigging, Ch. 14 Burnett and Read, Ch. 9
Week Eleven: Mar. 20	Land Claims and attempts to change Canada's relationship with its indigenous people	What were the problems with 20 th century attempts to "solve" the problem of the First Nations?	Dickason and Newbigging, Ch.15-17
Week Twelve: Mar. 27	The Truth and Reconciliation Commission	Where do we go from here?	Dickason and Newbigging, Ch. 18-19 RESEARCH PAPER DUE
Week Thirteen: Apr. 3	Course Review and Exam Preparation		

Please Note:

Date and time allotted to each topic is subject to change.

Performance Requirements**Student Responsibilities**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre, Wellness Services and Student Life Department work together to support student success at Keyano College.

Accessibility Services (CC167) supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934.

Skill Centre (CC119) provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 8:30 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

Wellness Services (CC260) offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

Student Life Department (CC210) is a place for students to go when they don't know who else can answer their questions. The staff will help students navigate barriers to success and if they don't know the answer, they will find it out. Student success is directly affected by how connected a student feels to their college. The student life department is there to help students get connected.

Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.