Course Outline

UNIVERSITY STUDIES

NATST 110
Historical Perspectives in Native Studies

WINTER SEMESTER 2013

3 CREDITS
3 HOURS PER WEEK

INSTRUCTOR: Dr. Allan Rowe
INSTRUCTOR: Allan Rowe

PHONE NUMBER: (780) 791-4981

E-MAIL: Allan.Rowe@keyano.ca

OFFICE NUMBER: S213A

OFFICE HOURS:

Monday  4:00 – 5:00 PM
Tuesday  10:00 AM – 12:00 PM
Wednesday  4:00 – 5:00 PM
Thursday  3:00 – 4:00 PM

HOURS OF INSTRUCTION:

Monday  3:00 – 3:50 PM  233
Tuesday  4:00 – 4:50 PM  228
Thursday  4:00 – 4:50 PM  S214

COURSE DESCRIPTION:

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.

PRE-REQUISITE(S):

None

COURSE OUTCOMES:

The student will be able to:

1) Identify and explain the broad themes and key events in nineteenth- and twentieth-century aboriginal history in Canada up through the 1930s.
2) Analyze and explain the differences between aboriginal and Eurocentric conceptions of Canadian history.
3) Explain the importance of understanding the historical roots of the contemporary political, social and economic crises in many of Canada’s aboriginal communities.

REQUIRED RESOURCES:


TOPICS TO BE COVERED:

Please Note:
This course outline may be modified to facilitate unforeseen time constraints. Date and time allotted to each topic is subject to change. Similarly, the films shown in class may change as new films are acquired by the library throughout the semester.

Discussion readings MUST be completed prior to the assigned class. Textbook readings are meant to supplement the lectures: you are responsible for the material in the assigned textbook chapters, so be sure to keep up with the textbook readings. The “Important Names and Terms” and “Study Questions” at the end of each chapter are useful tools to review each chapter prior to the midterm and final exam.

**Week One**

**Jan. 7: Course Introduction**  
*Readings: none*

**Jan. 8: History, Anthropology and Ethnohistory; Oral History and Oral Tradition**  
*Readings: none*

**Jan. 10: Film: The Story of the Coast Salish Knitters (on Oral History)**

**Week Two**

**Jan. 14: Discussion #1: World Views**  
*Readings: we will discuss the following readings from Burnett/Read:*
  - McPherson and Rabb, “Indigeneity in Canada: Spirituality, the Sacred, and Survival” (pp. 2-13 in *Aboriginal History: A Reader*)
  - Bastein, “Indigenous Pedagogy: A Way Out of Dependence” (pp. 14-23 in *Aboriginal History: A Reader*)

**Jan. 15: Discussion #2: Indigenous Scholars and the Community**  
*Readings: we will discuss the following, which will be posted on the Moodle Site:*

**Jan. 17: Lecture: Origins and Beginnings**  
*Readings: Dickason, Ch. 1*

**Week Three**

**Jan. 21: Lecture: First Contact and European Colonialism**  
*Readings: Dickason, Ch. 2*

**Jan. 22: Discussion #3: Perspectives on Contact**  
*Readings: we will discuss the following readings from Burnett/Read:*
  - Richter, “Imagining a Distant New World” (pp. 28-39 in *Aboriginal History: A Reader*)
  - In addition, a link to the journals of James Cook will be posted on the Moodle site; instructions will be posted to let students know what pages to read from the journal.

*Readings: Dickason, Ch. 3 and 4*
Week Four

Jan. 28: Lecture: The Fur Trade (II)
Readings: Dickason, Ch. 3 and 4

Jan. 29: Discussion #4: The Fur Trade
Readings: we will discuss the following readings from Burnett/Read:
- Ray, “Fur Trade History as an Aspect of Native History” (pp. 110-18 in Aboriginal History: A Reader)
- Sleeper-Smith, “Women, Kin and Catholicism: New Perspectives on the Fur Trade” (pp. 120-28 in Aboriginal History: A Reader)

Jan. 31: Lecture: Colonial Warfare (I)
Readings: Dickason, Ch. 5

Week Five

Feb. 4: Lecture: Colonial Warfare (II)
Readings: Dickason, Ch. 5

Feb. 5: Discussion #5: War, Conflict and Society
Readings: we will discuss the following readings from Burnett/Read:
- Rushforth, “Slavery, the Fox Wars, and the Limits of Alliance” (pp. 86-94 in Aboriginal History: A Reader)
- Taylor, “The Divided Ground: Upper Canada, New York, and the Iroquois Six Nations, 1783-1815” (pp. 96-104 in Aboriginal History: A Reader)

Feb. 7: Lecture: Conquest and Transition: Eastern Canada
Readings: Dickason, Ch. 6

Week Six

Feb. 11: Lecture: Conquest and Transition: Western Canada
Readings: Dickason, Ch. 7

Feb. 12: Lecture: War of 1812 and the Turning of the Tide
Readings: Dickason, Ch. 8

Feb. 14: Lecture: The “Indian Problem”: Isolation, Assimilation and Experimentation
Readings: Dickason, Ch. 9

Week Seven

Feb. 18: Family Day: College Closed
Feb. 19: Midterm (Part One)
Feb. 21: Midterm (Part Two)

Week Eight

Reading Week: College Closed (25 Feb-1 March)

Week Nine

Mar. 4: First Nations and the Colonial State
NATST 110 – Historical Perspectives in Native Studies

Course Outline

Readings: Dickason, Ch. 10

Mar. 5: Emergence of the Métis

Readings: Dickason, Ch. 10

Mar. 7: Métis and the Red River Settlement

Readings: Dickason, Ch. 10

Week Ten

Mar. 11: Discussion #6: Locating Métis Identity

Readings: we will discuss the following readings from Burnett/Read:

- Campbell, “‘I Shall Settle, Marry, and Trade Here’: British Military Personnel and Their Mixed-Blood Descendants” (pp. 133-40 in Aboriginal History: A Reader)
- Dumont, “Métis Nationalism: Then and Now” (pp. 141-50 in Aboriginal History: A Reader)
- Read and Webb, “Only Pemmican Eaters? The International Press and Métis Identity, 1869-85” (pp. 151-62 in Aboriginal History: A Reader)

Mar. 12: Lecture: The Numbered Treaties

Readings: Dickason, Ch. 11

Mar. 14: Lecture: The Indian Act and Government Policy

Readings: Dickason, Ch. 11

Week Eleven

Mar. 18: Lecture: 1885 and After (I)

Readings: Dickason, Ch. 12

Mar. 19: Lecture: 1885 and After (II)

Readings: Dickason, Ch. 12

Mar. 21: Lecture: Repression and Resistance (I)

Readings: Dickason, Ch. 13

Week Twelve

Mar. 25: Discussion #7: Aboriginal Women

Readings: we will discuss the following readings from Burnett/Read:

- Carter, “Categories and Terrains of Exclusion” Constructing the “Indian Woman’ in the Early Settlement Era in Western Canada” (pp. 307-17 in Aboriginal History: A Reader)
- Mishibinijima, “Stuck at the Border of the Reserve: Bill C-31 and the Impact on First Nations Women” (pp. 206-16 in Aboriginal History: A Reader)

Mar. 26: Film: Women in the Shadows (Film on Métis Women)

Mar. 28: Lecture: Repression and Resistance (II)

Readings: Dickason, Ch. 13

Week Thirteen

Apr. 1: Easter Monday: College Closed

Apr. 2: Film: Fallen Feather: Indian Residential Schools

Apr. 4: Discussion #8: Residential Schools
Readings: we will discuss the following readings from Burnett/Read:
- Haig-Brown, “Always Remembering: Indian Residential Schools in Canada” (pp. 221-32 in Aboriginal History: A Reader)
- Fontaine, “Reflections on the Indian Residential School Settlement Agreement: From Court Cases to Truth and Reconciliation” (pp. 239-47 in Aboriginal History: A Reader)

Week Fourteen

Apr. 8: Lecture: The Industrial Economy
Readings: none

Apr. 9: Discussion #9: Negotiating Health and Well-Being
Readings: we will discuss the following readings from Burnett/Read:
- Piper, “Industrial Fisheries and the Health of Local Communities in the Twentieth-Century Canadian Northwest” (pp. 332-340 in Aboriginal History: A Reader)
- Parent, “‘The Indians Would be Better Off if They Tended to Their Farms Instead of Dabbling in Fisheries” (pp. 342-350 in Aboriginal History: A Reader)

Apr. 11: Lecture: Development Moves North
Readings: Dickason, Ch. 15 (pp. 261-73)

Week Fifteen

Apr. 15: Lecture: First Nations Political Organization
Readings: none

Apr. 16: Discussion #10: Political Activism
Readings: we will discuss the following readings from Burnett/Read:
- Brownlie, “‘Nothing Left for Me or Any Other Indian’: The Georgian Bay Anishinabek and Interwar Articulations of Aboriginal Rights” (pp. 357-69 in Aboriginal History: A Reader)

Apr. 18: Course Review and Exam Preparation

MOODLE
Go to http://ilearn.keyano.ca

This course is supported through Moodle. Assignments, readings and handouts will be posted on Moodle. Login information will be provided by your instructor. For further instructions please see the Moodle handout.

EVALUATION:

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<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Short Essay #1</td>
<td>10%</td>
<td>See Below</td>
</tr>
<tr>
<td>Short Essay #2</td>
<td>10%</td>
<td>See Below</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
<td>Feb. 19 and 21</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
<td>April 11, 2013</td>
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<tr>
<td>Final Examination</td>
<td>25%</td>
<td>To be determined</td>
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STUDENTS MUST COMPLETE ALL ASSIGNMENTS TO PASS THE COURSE

GRADING SYSTEM:

<table>
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<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grade Points</th>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<td>B</td>
<td>Good</td>
<td>3</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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</tr>
<tr>
<td>C+</td>
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<tr>
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</tr>
<tr>
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<td>F</td>
<td>Failure</td>
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Students intending to transfer to other institutions require a ‘C-’ as a minimum grade. Transfer information on each course is available at the Alberta Council on Admission and Transfers.

Students who do not complete all the required work should not expect to pass the course.

*Students should consult:*

http://www.keyano.ca/current_students/examinations/index.htm

IMPORTANT DATES:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 11th, 2013</td>
<td>Last day to add for academic programs</td>
</tr>
<tr>
<td>January 18th, 2013</td>
<td>Courses dropped after this date will be designated “W”. (A withdrawal (W) is not reflected in your GPA)</td>
</tr>
<tr>
<td>February 19th &amp; 21st, 2013</td>
<td>Midterm</td>
</tr>
<tr>
<td>March 8th, 2013</td>
<td>Courses dropped after this date will be designated “WF”. (A withdrawal failure (WF) counts as a 0 in your GPA)</td>
</tr>
<tr>
<td>April 11th, 2013</td>
<td>Term Paper Due</td>
</tr>
<tr>
<td>April 19th, 2013</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>April 22-30th, 2013</td>
<td>Final Exams</td>
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Policy Regarding Electronic Devices

Except by express permission of the instructor:
• cell phones and other electronic devices must be turned off and unavailable for use during class;
• cell phones and other electronic devices must be turned off and stored in a designated area during all exams;
• the use of recording devices is strictly prohibited.

COLLEGE POLICIES

Equality, Equity and Respect
The Keyano College is committed to providing an environment of equality, equity and respect for all people within the College community. All members of this community are considered partners in developing teaching and learning contexts that are welcoming to all. Faculty, staff, and students are encouraged to use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and valued in relation to their gender, ethnic and cultural background, and sexual orientation.

Students should consult:
http://www.keyano.ca/Committees/IRA/Individual_Rights_Policy.asp

Plagiarism and Cheating
Every student expects to be treated and evaluated fairly in a course. Plagiarism and cheating robs everyone of this right.

No student may submit words, ideas or data of another student or person as his or her own in any writing, project, assignment, quiz, electronic presentation, exam etc. Any work used that is not the student's own must be clearly cited as belonging to someone else. There are penalties for using other's work and not citing it. The Student's Rights & Responsibilities document clearly outlines these penalties and the appeal process.

• No learner can obtain information from another student during an exam.
• No learner can bring unauthorized information (paper or electronic) into an exam or quiz.
• No student can submit work done in another course for grading in this course without the written prior approval of the course instructor.
• No student can submit copyright protected or commercially produced materials as part or all of an assignment without proper citation & permission.

Student Rights & Responsibilities
Students should consult the Keyano College Credit Calendar or online at:
http://www.keyano.ca/Media/Collections/Calendars/Keyano.Calendar112-10-full.pdf

Specialized Supports and Duty to Accommodate
Disability Support Services: Learner Assistance Program
If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counsellor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.
Specialized Supports and Duty to Accommodate

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation, and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

Description of Assignments:

Participation (15% of overall grade)

Class discussion is an integral component of NATST 110. As detailed in the course outline, we will hold ten discussions of assigned readings throughout the semester. Students are expected to come prepared for those discussions and participate actively. In each of those discussions, students will be given a grade out of ten based on their participation that day; at the end of the semester, the lowest two scores will be disregarded, and the students’ participation grade will be taken from the remaining eight discussions.

Short Essays (10% each, 20% total of overall grade)

Students will submit two short analyses of academic journal articles, which will be made available on the course moodle site. A template will be posted on the course moodle site for students to follow. Each essay will be 3-4 pages in length and analyze the strengths/weaknesses of different academic articles. The essays will be due at different points in the semester; the articles chosen by the instructor will be relevant to the particular topic of the week, and students wishing to write on that particular article need to submit it by the Thursday class of that week. Students wishing to improve their grade on this portion of the course assessment are welcome to submit more than two assignments; in such cases, the top two grades will be taken for that portion of the student’s grade. Once the due date for that particular article has passed, however, students can no longer choose that article.

SCHEDULE OF ACADEMIC ARTICLES/SUBMISSIONS

<table>
<thead>
<tr>
<th>Article</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Carolyn Podruchny, “Werewolves and Windigos”</td>
<td>Jan. 31</td>
</tr>
<tr>
<td>Theodore Binnema, “Old Man, Big Swan and the Siksika Tribes”</td>
<td>Feb. 14</td>
</tr>
<tr>
<td>Kristin Burnett, “Building the System”</td>
<td>Mar. 28</td>
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Midterm (20% of overall grade)

The midterm will be held over two days (February 19 and 21). The first part of the midterm (February 19) will consist of short answer/identification/multiple choice questions, and will be worth half of the midterm grade. The second part of the midterm (February 21) will consist of an essay question (students may choose from three questions, but they will not be given the questions in advance). The midterm will cover all of the lecture and textbook material to that
point in the course; the material from the discussions may help you answer some of the questions (especially the essay question), but will not explicitly be tested on the midterm.

**Final Exam (25% of overall grade)**

The final exam will be held in a three-hour time slot during the final exam period. The first part of the final exam will mirror the midterm, with a combination of short answer/identification/multiple choice questions and an essay question covering the second half of the course. This part of the final exam will be worth 20% of the overall course grade. The second portion of the final exam will be a cumulative essay question, covering all material from the entire course: students will be given that question on the last day of class so that they can prepare a comprehensive answer (students, however, will have to write the essay in-class; they cannot bring a prepared answer to submit, nor will they have access to books or notes during the exam).

**Term Paper (20% of overall grade)**

Students will write a research paper (7-8 pages in length, Times New Roman, 12pt font) on a topic relevant to Aboriginal history in Canada up through the 1930s. Students are responsible for coming up with a topic in consultation with the instructor. A style guide and further details will be posted on the course moodle site early in the semester.