NATST 110A Historical Perspectives in Native Studies

3 credits, 16 weeks, 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 14:00 – 14:50
Tuesday 16:00 – 16:50
Wednesday 15:00 – 15:50
Thursday 14:00 – 14:50
Friday 13:00 – 13:50
Or By Appointment

Hours of Instruction
Tuesday 14:00 – 15:50 S216
Friday 13:00 – 13:50 S205

Required Resources

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.
Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Paper #1</td>
<td>5%</td>
<td>Jan. 30</td>
</tr>
<tr>
<td>Response Paper #2</td>
<td>5%</td>
<td>Feb. 10</td>
</tr>
<tr>
<td>Response Paper #3</td>
<td>5%</td>
<td>Mar. 4</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
<td>Mar. 31</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
<td>To be determined</td>
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</table>

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

Assignments

Response Papers (20% of overall grade)

SCHEDULE OF ACADEMIC ARTICLES/SUBMISSIONS

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Podruchny</td>
<td>&quot;Werewolves and Windigos&quot;</td>
<td>Jan. 30</td>
</tr>
<tr>
<td>Theodore Binnema</td>
<td>&quot;Old Man, Big Swan and the Siksika Tribes&quot;</td>
<td>Feb. 10</td>
</tr>
<tr>
<td>John Tobias</td>
<td>&quot;The Military Subjection of the Plains Cree&quot;</td>
<td>Mar. 4</td>
</tr>
<tr>
<td>Kristin Burnett</td>
<td>&quot;Building the System&quot;</td>
<td>Apr. 7</td>
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</tbody>
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Midterm (25% of overall grade)

The midterm will be held on February 18. The first part of the midterm will consist of short answer/identification questions, and will be worth half of the midterm grade. The second part of the midterm 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 (30% 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/ questions and two essay questions covering all material from the entire course.

Term Paper (25% of overall grade)

Students will write a research paper (7-8 pages in length, double spaced, Times New Roman/Arial/Calibri, 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. Topics will be posted on the instructor’s door and

Grading System

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha Grade</th>
<th>4.0 Scale</th>
<th>Percent</th>
<th>Rubric for Letter Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>4.0</td>
<td>&gt; 92.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
<td>85 – 92.9</td>
<td></td>
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### Work Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A-</td>
<td>3.7</td>
<td>80 – 84.9 Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>77 – 79.9 Work is generally of high quality, well developed, well written, has clarity, and uses proper format.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>74 – 76.9 Good Work is generally of high quality, well developed, well written, has clarity, and uses proper format.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70 – 73.9 Good Work is generally of high quality, well developed, well written, has clarity, and uses proper format.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>67 – 69.9 Satisfactory Work has some developed ideas but needs more attention to clarity, style and formatting.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>64 – 66.9 Satisfactory Work has some developed ideas but needs more attention to clarity, style and formatting.</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>60 – 63.9 Satisfactory Work has some developed ideas but needs more attention to clarity, style and formatting.</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>55 – 59.9 Poor Work is completed in a general way with minimal support, or is poorly written or did not use proper format.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50 – 54.9 Poor Work is completed in a general way with minimal support, or is poorly written or did not use proper format.</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>&lt; 50 Failure Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.</td>
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### Proposed Schedule of Topics

**Please Note:**
Date and time allotted to each topic is subject to change. 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.

<table>
<thead>
<tr>
<th>Week One</th>
<th>Jan. 6: Course Introduction</th>
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<tbody>
<tr>
<td></td>
<td>Readings: none</td>
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<tr>
<td>Jan. 6: History, Anthropology and Ethnohistory; Oral History and Oral Tradition</td>
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<tr>
<td></td>
<td>Readings: none</td>
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<tr>
<td>Jan. 9: Film: The Story of the Coast Salish Knitters (on Oral History)</td>
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<tr>
<th>Week Two</th>
<th>Jan. 13: Discussion #1: World Views</th>
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<tr>
<td></td>
<td>Readings: we will discuss the following readings from Burnett/Read:</td>
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<tr>
<td></td>
<td>McPherson and Rabb, “Indigeneity in Canada: Spirituality, the Sacred, and Survival” (pp. 2-13 in Aboriginal History: A Reader)</td>
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<td></td>
<td>Bastein, “Indigenous Pedagogy: A Way Out of Dependence” (pp. 14-23 in Aboriginal History: A Reader)</td>
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<td></td>
<td>Jan. 13: Discussion #2: Indigenous Scholars and the Community</td>
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<td></td>
<td>Readings: we will discuss the following, which will be posted on the Moodle Site:</td>
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<tr>
<td></td>
<td>Jan. 16: Lecture: Origins and Beginnings</td>
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<td></td>
<td>Readings: Dickason, Ch. 1</td>
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<tr>
<th>Week Three</th>
<th>Jan. 20: Lecture: First Contact and European Colonialism</th>
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<tbody>
<tr>
<td></td>
<td>Readings: Dickason, Ch. 2</td>
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<tr>
<td>Jan. 20: Discussion #3: Perspectives on Contact</td>
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<tr>
<td></td>
<td>Readings: we will discuss the following readings from Burnett/Read:</td>
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<tr>
<td></td>
<td>Richter, “Imagining a Distant New World” (pp. 28-39 in Aboriginal History: A Reader)</td>
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<td></td>
<td>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.</td>
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<td>Jan. 23: Lecture: The Fur Trade (I)</td>
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<td></td>
<td>Readings: Dickason, Ch. 3 and 4</td>
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Page 3
| Week Four | Jan. 27: Lecture: The Fur Trade (II)  
*Readings*: Dickason, Ch. 3 and 4  
Jan. 27: 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. 30: Lecture: Colonial Warfare (I)  
*Readings*: Dickason, Ch. 5 |
| --- | --- |
| Week Five | Feb. 3: Lecture: Colonial Warfare (II)  
*Readings*: Dickason, Ch. 5  
Feb. 3: 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. 6: Lecture: Conquest and Transition: Eastern Canada  
*Readings*: Dickason, Ch. 6 |
| Week Six | Feb. 10: Lecture: Conquest and Transition: Western Canada  
*Readings*: Dickason, Ch. 7  
Feb. 10: Lecture: War of 1812 and the Turning of the Tide  
*Readings*: Dickason, Ch. 8  
Feb. 13: Lecture: The “Indian Problem”: Isolation, Assimilation and Experimentation  
*Readings*: Dickason, Ch. 9 |
| Week Seven | Feb. 17: Midterm |
| Week Eight | Reading Week: College Closed (24-28 February) |
| Week Nine | Mar. 3: First Nations and the Colonial State  
*Readings*: Dickason, Ch. 10  
Mar. 3: Emergence of the Métis  
*Readings*: Dickason, Ch. 10  
Mar. 6: Métis and the Red River Settlement  
*Readings*: Dickason, Ch. 10 |
| Week Ten | Mar. 10: 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. 10: Lecture: The Numbered Treaties  
*Readings*: Dickason, Ch. 11  
Mar. 13: Lecture: The Indian Act and Government Policy  
*Readings*: Dickason, Ch. 11 |
| Week Eleven | Mar. 17: Lecture: 1885 and After (I)  
*Readings*: Dickason, Ch. 12  
Mar. 17: Lecture: 1885 and After (II)  
*Readings*: Dickason, Ch. 12  
Mar. 20: Lecture: Repression and Resistance (I)  
*Readings*: Dickason, Ch. 13 |
| Week Twelve | Mar. 24: 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. 24: Film: Women in the Shadows (Film on Métis Women)  
Mar. 27: Lecture: Repression and Resistance (II)  
Readings: Dickason, Ch. 13 |
| --- | --- |
| Week Thirteen | Mar. 31: Film: Fallen Feather: Indian Residential Schools  
Essay DUE TODAY |
| Week Fourteen | Apr. 7: 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)  
Apr. 7: 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. 10: Lecture: Development Moves North  
Readings: Dickason, Ch. 15 (pp. 261-73) |
| Week Fifteen | Apr. 14: Lecture: First Nations Political Organization  
Readings: none  
Apr. 14: 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. 17: Course Review and Exam Preparation |

**Performance Requirements**

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.

Students intending to transfer to other institutions require a ‘C-’ as a minimum grade.
Students who do not complete all the required work should not expect to pass the course.

**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.
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 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

Penalties for academic offences range from a verbal reprimand to dismissal from the College, and in certain circumstances may involve legal action.

Specialized Supports

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

SKILL Centre

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.
Authorization
This course outline has been reviewed and approved by the Program Chair.

________________________________________
Hugh Gordon, Instructor

________________________________________
Louis Dingley, Chair  Date Authorized

________________________________________
Guy Harmer, Dean  Date Authorized