



**Course Outline**

**UNIVERSITY STUDIES**

**NATST 110E**

**Historical Perspectives in Native Studies**

**WINTER SEMESTER 2014**

**3 CREDITS**

**3 HOURS PER WEEK**

**INSTRUCTOR:** Dr. Hugh Gordon

**INSTRUCTOR:** Hugh Gordon  
**PHONE NUMBER:** (780) 791-4981  
**E-MAIL:** hugh.gordon@keyano.ca  
**OFFICE NUMBER:** S213A

**OFFICE HOURS:**

Monday	11:00-11:50
Tuesday	15:00-15:50
Thursday	13:00-13:50, 15:00-15:50
Friday	11:00-11:50

**HOURS OF INSTRUCTION:**

Thursday	18:30-21:30
----------	-------------

**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:**

Olive Patricia Dickason and William Newbigging, *A Concise History of Canada's First Nations*, 2<sup>nd</sup> ed. Oxford UP, 2010.

Kristin Burnett and Geoff Read, *Aboriginal History: A Reader*. Oxford University Press, 2012.

**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. 9****Course Introduction**

*Readings:* none

**History, Anthropology and Ethnohistory; Oral History and Oral Tradition**

*Readings:* none

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

**Week Two: Jan. 16****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*)

**Discussion #2: Indigenous Scholars and the Community**

*Readings:* we will discuss the following, which will be posted on the Moodle Site:

- Joyce Ann Kievit, “A Discussion of Scholarly Responsibilities to Indigenous Communities,” *American Indian Quarterly* 27:1-2 (Winter/Spring 2003).

**Lecture: Origins and Beginnings**

*Readings:* Dickason, Ch. 1

**Week Three Jan. 23****First Contact and European Colonialism**

*Readings:* Dickason, Ch. 2

**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.

**Lecture: The Fur Trade (I)**

*Readings:* Dickason, Ch. 3 and 4

**Week Four: Jan. 30**

**Lecture: The Fur Trade (II)**

*Readings:* Dickason, Ch. 3 and 4

**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*)

**Lecture: Colonial Warfare (I)**

*Readings:* Dickason, Ch. 5

**Week Five: Feb. 6**

**Lecture: Colonial Warfare (II)**

*Readings:* Dickason, Ch. 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*)

**Lecture: Conquest and Transition: Eastern Canada**

*Readings:* Dickason, Ch. 6

**Week Six: Feb. 13**

**Lecture: Conquest and Transition: Western Canada**

*Readings:* Dickason, Ch. 7

**Lecture: War of 1812 and the Turning of the Tide**

*Readings:* Dickason, Ch. 8

**Lecture: The “Indian Problem”: Isolation, Assimilation and Experimentation**

*Readings:* Dickason, Ch. 9

**Week Seven: Feb. 20**

**Midterm**

**Week Eight**

**Reading Week: College Closed (24-28 February)**

**Week Nine: Mar. 6**

**First Nations and the Colonial State**

*Readings:* Dickason, Ch. 10

**Emergence of the Métis**

*Readings:* Dickason, Ch. 10

**Métis and the Red River Settlement**

*Readings:* Dickason, Ch. 10

**Week Ten: Mar. 13**

**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*)

**Lecture: The Numbered Treaties**

*Readings:* Dickason, Ch. 11

**Lecture: The Indian Act and Government Policy**

*Readings:* Dickason, Ch. 11

**Week Eleven: Mar. 20**

**Lecture: 1885 and After (I)**

*Readings:* Dickason, Ch. 12

**Lecture: 1885 and After (II)**

*Readings:* Dickason, Ch. 12

**Lecture: Repression and Resistance (I)**

*Readings:* Dickason, Ch. 13

**Week Twelve: Mar. 27**

**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*)

**Film: *Women in the Shadows* (Film on Métis Women)**

**Lecture: Repression and Resistance (II)**

*Readings:* Dickason, Ch. 13

**Week Thirteen: Apr. 3**

**Film: *Fallen Feather: Indian Residential Schools***

**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. 10****Lecture: The Industrial Economy***Readings:* none**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*)

**Lecture: Development Moves North***Readings:* Dickason, Ch. 15 (pp. 261-73)**Week Fifteen: Apr. 17****Lecture: First Nations Political Organization***Readings:* none**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*)

**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:**

Assignment	Percentage	Due Date
Response Paper #1	10%	See Below
Response Paper #2	10%	See Below
Response Paper #3	10%	See Below
Midterm	20%	Feb. 20
Research Paper	20%	April 3, 2013
Final Examination	30%	To be determined

**STUDENTS MUST COMPLETE ALL ASSIGNMENTS TO PASS THE COURSE**

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.

### IMPORTANT DATES:

January 10, 2014	Last day to add for academic programs
January 17, 2014	Courses dropped after this date will be designated “W”. (A withdrawal (W) is not reflected in your GPA)
Feb. 20, 2014	Midterm
March 7, 2014	Courses dropped after this date will be designated “WF”. (A withdrawal failure (WF) counts as a 0 in your GPA)
April 1, 2014	Term Paper Due
April 17, 2014	Last day of classes
April 22-30, 2014	Final Exams

### 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.

### Description of Assignments:

*Response Papers (30% of overall grade)*

#### SCHEDULE OF ACADEMIC ARTICLES/SUBMISSIONS

Carolyn Podruchny, “Werewolves and Windigos”	Jan. 30
Theodore Binnema, “Old Man, Big Swan and the Siksika Tribes”	Feb. 13
John Tobias, “The Military Subjection of the Plains Cree”	Mar. 13
Kristin Burnett, “Building the System”	Mar. 27

### *Midterm (20% 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 (20% 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. A style guide and further details will be posted on the course moodle site early in the semester.

**Performance Requirements**

Students will be required to:

- Attend Class
- Read assigned textbooks, articles and primary sources
- Discuss material in class
- Write assignments, including one term essay
- Be assessed through one final exam in December

**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:*

**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.

**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 Counselor, please call or visit the Disability Supports Office 780-792-5608 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.

***Students intending to transfer to other institutions require a 'C-' as a minimum.***

***Academic Regulations***

Use this link to view Keyano College's Academic

Regulations: <http://www.keyano.ca/StudentLife/StudentConduct/AcademicPoliciesProcedures>

***Academic Schedule***

Use this link to view the Academic Schedule in the Credit

Calendar: [http://www.keyano.ca/Portals/0/Documents/Academic%20Calendar/creditcalendar2013-14\\_book.pdf](http://www.keyano.ca/Portals/0/Documents/Academic%20Calendar/creditcalendar2013-14_book.pdf)



**Course Outline**

**UNIVERSITY STUDIES**

**NATST 110E**  
**Historical Perspectives in Native Studies**  
**Winter, 2014**

**# CREDITS**  
**# HOURS PER WEEK**

---

**Hugh Gordon, Instructor**

---

**Date**

**Reviewed and approved by:**

---

**Vincella Thompson, Chairperson**

---

**Date**

---

**Guy Harmer, Dean**

---

**Date**