

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	14:00 – 14:50
Tuesday	13:00 – 13:50
Wednesday	13:00 – 14:50
Thursday	13:00 – 13:50

Hours of Instruction

Monday	15:30 – 16:50	224
Wednesday	15:30 – 16:50	224

Required Resources

Dickason, Olive Patricia and William Newbigging. *A Concise History of Canada's First Nations*, 3rd ed. Oxford UP, 2015.

Burnett, Kristin and Geoff Read, *Aboriginal History: A Reader*. Oxford University Press, 2016.

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

Response Paper #1	5%	Jan. 31
Response Paper #2	5%	Feb. 7
Book Review	10%	March 7
Midterm	20%	Feb. 12
Research Paper Proposal	5%	Feb. 28
Research Paper	25%	March. 28
Final Examination	30%	To be determined

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

Assignments

Response Papers (10% of overall grade)

SCHEDULE OF ACADEMIC ARTICLES/SUBMISSIONS

Carolyn Podruchny, "Werewolves and Windigos"	Jan. 31
Theodore Binnema, "Old Man, Big Swan and the Siksika Tribes"	Feb. 7

Midterm (20% of overall grade): There will be one midterm on Feb. 12.

Final Exam (30% 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)*

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.

Research Paper Proposal (5% of overall grade) and Research 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 on Moodle. Student **MUST** sign up for a topic no later than the third week of classes. The research paper will be due March 28. For this assignment, students will also have to write a Research Paper Proposal due on March 7. 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.

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 Minimum Pass	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

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.

<u>Week One</u> Jan. 8, 10	Course Introduction <i>Readings: none</i> History, Anthropology and Ethnohistory; Oral History and Oral Tradition <i>Readings: none</i> Film: <i>The Story of the Coast Salish Knitters</i> (on Oral History)
<u>Week Two</u> Jan. 15, 17	Discussion #1: World Views <i>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 <i>Aboriginal History: A Reader</i>)</i> Discussion #2: Indigenous Scholars and the Community <i>Readings: we will discuss the following, which will be posted on the Moodle Site:</i> Joyce Ann Kievit, "A Discussion of Scholarly Responsibilities to Indigenous Communities," <i>American Indian Quarterly</i> 27:1-2 (Winter/Spring 2003). Lecture: Origins and Beginnings <i>Readings: Dickason, Ch. 1</i> Hodges, Glenn. "Cahokia: America's forgotten city". <i>National Geographic</i> , 00279358, Vol. 219, Issue 1 Search for this on Library website
<u>Week Three</u> Jan. 22, 24	Lecture: First Contact and European Colonialism <i>Readings: Dickason, Ch. 2</i> Discussion #3: Perspectives on Contact <i>Readings: we will discuss the following readings from Burnett/Read: Richter, "Imagining a Distant New World" (pp. 30-41 in <i>Aboriginal History: A Reader</i>)</i>

	<p>In addition, a link to the journals of Jacques Cartier and James Cook will be posted on the Moodle site; instructions will be posted to let students know what pages to read from the journal.</p> <p>Lecture: The Fur Trade (I) <i>Readings: Dickason, Ch. 3 and 4</i></p>
Week Four Jan. 29, 31	<p>Lecture: The Fur Trade (II) <i>Readings: Dickason, Ch. 3 and 4</i></p> <p>Discussion #4: The Fur Trade <i>Readings: Burnett/Read, Chapter 5: "The Fur Trade"</i></p> <p>Lecture: Colonial Warfare (I) <i>Readings: Dickason, Ch. 5</i></p>
Week Five Feb. 5, 7	<p>Lecture: Colonial Warfare (II) <i>Readings: Dickason, Ch. 5</i></p> <p>Discussion #5: War, Conflict and Society <i>Readings: Burnett/Read: Chapter 4: "War, Conflict and Society"</i></p> <p>Lecture: Conquest and Transition: Eastern Canada <i>Readings: Dickason, Ch. 6</i></p>
Week Six Feb. 12, 14	MIDTERM Library Session
Week Seven Feb. 19, 21	Family Day; Reading Week (College Closed)
Week Eight Feb. 26, 28	<p>Lecture: Conquest and Transition: Western Canada <i>Readings: Dickason, Ch. 7</i></p> <p>Lecture: War of 1812 and the Turning of the Tide <i>Readings: Dickason, Ch. 8</i></p> <p>Lecture: The "Indian Problem": Isolation, Assimilation and Experimentation <i>Readings: Dickason, Ch. 9</i></p> <p>Lecture: First Nations and the Colonial State <i>Readings: Dickason, Ch. 10</i></p>
Week Nine March 5, 7	<p>Emergence of the Métis <i>Readings: Dickason, Ch. 10</i></p> <p>Métis and the Red River Settlement <i>Readings: Dickason, Ch. 10</i></p> <p>Discussion #6: Locating Métis Identity <i>Readings: Burnett/Read: Chapter 6: "Locating Metis Identity"</i></p>
Week Ten March 12, 14	<p>Lecture: The Numbered Treaties <i>Readings: Dickason, Ch. 11</i></p> <p>Lecture: The Indian Act and Government Policy <i>Readings: Dickason, Ch. 11</i></p> <p>Lecture: 1885 and After <i>Readings: Dickason, Ch. 12</i></p>
Week Eleven March 19, 21	<p>Lecture: Repression and Resistance (I) <i>Readings: Dickason, Ch. 13</i></p> <p>Film: <i>Women in the Shadows</i> (Film on Métis Women)</p> <p>Discussion #7: Aboriginal Women <i>Readings: Burnett/Read: Chapter 12: "Indigenous Women, Strength and Resilience"</i></p>
Week Twelve March 26, 28	<p>Discussion #8: Residential Schools <i>Readings: Burnett/Read: Chapter 9: "Residential Schools"</i></p> <p>Film: <i>Fallen Feather: Indian Residential Schools</i></p>
Week Thirteen April 4	<p>Discussion #9: Negotiating Health and Well-Being <i>Readings: Burnett/Read: Chapter 13: "Health, the Environment and Government Policy"</i></p> <p>Lecture: First Nations Political Organization <i>Readings: none</i></p>

	Discussion #10: Political Activism <i>Readings: Burnett/Read: Chapter 14: "Treaties, Self-Governance, and Grassroots Activism"</i>
<u>Week Fourteen</u> April 9, 11	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

Counselling and Accessibility 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.