



## HISTORY DEPARTMENT

### **History 103: Stó:lō History**

**COURSE:** Hist 103

**SEMESTER:** Winter 2010

**COURSE TIME:** Tues 11:30-2:20

**COURSE LOCATION:** CHD234

**EMAIL:** wenona.victor@ufv.ca

**INSTRUCTOR:** Wenona Victor (PhD Candidate)

**OFFICE NUMBER:** Chwk G-102

**OFFICE PHONE:** 604-792-0025 local 2615

**OFFICE HOURS:** Chwk: Tues 1-2pm

#### **COURSE DESCRIPTION**

This course examines key themes in the history of the Stó:lō peoples, from the pre-contact era to the present. Themes will include the nature and structure of leadership, the role of oral traditions and stories in the making of Stó:lō history, the Indian Act and its socioeconomic impact on Stó:lō communities, the evolution and impact of educational policies, and First Nations education initiatives in the contemporary period. A special emphasis will be given to oral history as a way of accessing and documenting the community knowledge of its own history.

Participation in field trips scheduled outside of regular class times may be required.

#### **COURSE OBJECTIVES**

As a result of successful completion of this course, students will be able to:

- 1) Identify traditional and contemporary Stó:lō leaders & leadership and their connection to the land and Stó:lō History
- 2) Analyze traditional and contemporary Stó:lō oral traditions and stories and how they shaped Stó:lō History
- 3) Identify the socioeconomic impact of the Indian Act on Stó:lō people
- 4) Describe the difference between traditional and contemporary Stó:lō education systems

#### **METHODS:**

The course consists of lectures, formal class discussion, talking circles, field trips, guest speakers, group work/discussions, individual presentations, videos and guest lecturers.

**TEXTBOOKS, REFERENCES, MATERIALS:**

Carlson, Keith, ed. You Are Asked To Witness: The Stó:lō in Canada's Pacific Coast History. Chilliwack: Stó:lō Heritage Trust, 1997.

Student Choice of Stó:lo epistemology. Examples include: Sxwoxwiyám, artwork, carving, weaving, masks, song, dance, ancestral names, family history/story, transformer site, representation of any part of S'ólh Téméxw, any form of Elder knowledge. Other examples that are pre-approved by instructor.

Custom Courseware - to consist of readings designed to assist students in better understanding the colonial process and its impact upon history(ies), how to deconstruct colonial ideologies and histories, and finally to experience "other ways of knowing" such as Stó:lo history and epistemologies.

**STUDENT EVALUATION:**

|  |     |
|--|-----|
| Participation &/or Journal (student choice)..... | 20% |
| Critical summary of assigned readings .....      | 15% |
| Oral History Project .....                       | 20% |
| Oral History Presentation.....                   | 25% |
| Final Exam.....                                  | 20% |

**COURSE OUTLINE:**

| <b>CLASS</b> | <b>DATE</b> | <b>TOPIC</b>   | <b>ASSIGNED READING/RESOURCES</b>   |
|--------------|-------------|--|---|
| 1            | Jan 12      | Course overview & Introduction to the Stó:lo   | YAATW – Chap 1 (read), 2 (review)<br>Tenant – pgs 3-25                                    |
| 2            | Jan 19      | Worldviews Colliding: Canada's Colonial History  | Leroy Little Bear & Poka Lenau  |
| 3            | Jan 26      | Who Tells the Story/Whose History Counts? & Decolonizing Discourse                       | Ted Palys & Boxberger articles  |
| 4            | Feb 2       | Timeline of Critical Events & Decolonizing Discourse terms                               | YAATW – Chap 3 (review) & 4 (read)<br>Tenant – pgs 26-52                                  |
| 5            | Feb 9       | Stó:lo Social Structure & Stó:lo Culture – Fieldtrip – Stó:lo Longhouse                  | YAATW – Chap 5<br><b>FIELDTRIP - TBC</b>  |
| 6            | Feb 16      | Traditional Stó:lō Leadership; Family and Social Structures con't<br><br>Learning Circle | YAATW – Chap 8 (read) & 9 (read)<br>Stó:lo Family Teachings<br><b>Project summary due</b> |

|    |        |  |   |
|----|--------|--|---|
| 7  | Feb 23 | S'ólh Téméxw – Stó:lo Relationships with Lands and Resources<br>Guest Speakers (Land, Children & Fish) | YAATW – Chap 11 & McHalsie article<br><b>GUESTS</b>               |
| 8  | Mar 2  | Stó:lo Histories & Epistemologies<br>Student Presentations – 1 & 2                                     | Smith article<br><b>ESSAY DUE Presentations</b>                   |
| 9  | Mar 9  | Changing Landscapes & Legal Regimes<br>Student Presentations- 3& 4                                     | YAATW – Chap 10<br>Stó:lo ways of knowing<br><b>Presentations</b> |
| 10 | Mar16  | Review Lecture<br>Student Presentations – 5&6& 7   | Stó:lo ways of knowing<br><b>Presentations</b>                    |
| 11 | Mar 23 | Student Presentations – 8, 9, 10, & 11   | Stó:lo ways of knowing<br><b>Presentations</b>                    |
| 12 | Mar 30 | Student Presentations – 12, 13, 14 & 15  | Stó:lo ways of knowing<br><b>Presentations</b>                    |
| 13 | Apr 6  | Student Presentations 16-20<br><b>REVIEW</b>   | Last Class<br><b>JOURNEY DOCUMENTATION DUE</b>                    |

### **PARTICIPATION &/OR JOURNAL (20%) – STUDENT CHOICE**

All students are required to complete the assigned readings prior to class. All students are required to engage with class material and content by either (1) substantially contributing to class discussion and asking questions (oral participation) or (2) by writing in a journal (written participation) or (3) combination of both written and oral. **Note: written summations are due at the beginning of the next class.** This portion of your grade is worth 20 marks: attendance and reading prior to class are important.

### **CRITICAL ESSAY OF ASSIGNED READINGS – 15% - Due-Mar 2**

Students are to pick two to four of the assigned readings and write a critical essay. Essay is to be a minimum of 4 pages and not to exceed 10 pages plus title page plus reference page. Research outside of class material is not required. Students are encouraged to include any lecture material, guests, and/or class discussions that pertain to your readings. Students are strongly encouraged to visit the writing centre at least once before handing in their summary. (Please talk to your instructor if you prefer to complete an oral essay).

Essay will be graded as follows:

|                             |    |
|-----------------------------|----|
| Critical Summary Essay:     | 15 |
| Incorporates class material | 5  |
| Level of analysis           | 5  |
| Grammar & organization      | 5  |

## ORAL HISTORY PROJECT & PRESENTATION

This project is designed to have students think deeply about and engage with Stó:lo epistemologies and ways of knowing. Each student will be responsible for identifying his/her choice of a form of Stó:lo epistemology and presenting his/her learning journey to the class during a twenty to thirty minute presentation. This project is designed so students are required to not only learn about Stó:lo history and ways of knowing, but to experience it as well as to then teach others. Students will be expected to abide by Stó:lo oral traditions and rules including respect and importance of relationships as taught to them throughout the semester.

### ORAL HISTORY PROJECT PRESENTATION (25%)

Twenty to Thirty minute presentation. Please time your presentations as you will be docked marks if you do not meet minimum required time of twenty minutes and if your presentation goes beyond the allotted 30 minutes. A one page summary of your form of Stó:lo epistemology (project idea) along with your primary and secondary sources is due **before Feb 16<sup>th</sup>**.

Your presentations will be graded as follows:

|                                   |    |
|-----------------------------------|----|
| Presentation:                     | 25 |
| Presentation style & organization | 5  |
| Oral Ability                      | 3  |
| Teachings                         | 10 |
| Relationships developed           | 5  |
| Visuals & Supporting information  | 2  |

### ORAL HISTORY PROJECT JOURNEY DOCUMENTATION (20%) – Due Apr 6

You are required to keep a journal of your activities and experiences in coming to understand your choice of a form of Stó:lo epistemology. Documentation must be a minimum of 8 pages plus title plus references. Your journey will be graded as follows:

|                         |    |
|-------------------------|----|
| Journey documentation   | 20 |
| History / Understanding | 10 |
| Relationships           | 5  |
| Grammar & organization  | 5  |

### FINAL EXAM (20%)

Date, time and details to follow.