

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: HIST 227		Number of Credits: 3 Course credit policy (105)													
Course Full Title: History of Indigenous-Newcomer Relations in Canada															
Course Short Title: Indigenous-Newcomer Relations															
Faculty: Faculty of Humanities		Department (or program if no department): History													
Calendar Description: <p>Examines local, regional, and national histories of Indigenous-colonial relations from the 16th century to recent times, focusing on First Nations, Métis, and Inuit resilience during exploitative, extractive, and settler colonialism. Themes may include local origin stories, cultural and economic exchanges, treaties, Indigenous resilience, and the reserve system.</p> <p>Note: A field trip outside of class time may be required.</p>															
Prerequisites (or NONE):		None.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>40</td> </tr> <tr> <td>Experiential (field trip)</td> <td>5</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	40	Experiential (field trip)	5							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	40														
Experiential (field trip)	5														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/>		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: December 4, 2023													
Faculty Council approval		Date of meeting: January 12, 2024													
Undergraduate Education Committee (UEC) approval		Date of meeting: March 1, 2024													

Learning Outcomes

Upon successful completion of the course, students should be able to:

1. Identify the patterns of historical development of Canadian First Nations/Métis/Inuit-newcomer relations from the 16th century to recent times.
2. Describe the intersectional historical experiences of Indigenous and newcomer peoples using an inclusive lens.
3. Compare primary and secondary sources from Indigenous and colonial voices.
4. Discuss Indigenous values, forces, and structures that influenced historical experiences in colonial Canada.
5. Identify critical themes and ideas that inform the academic representations of First Nations/Métis/Inuit-newcomer relations.
6. Define the relations among historical events, colonial policies, First Nations/Métis/Inuit resilience and resistance, and Canada's current attempts to reckon with its colonial legacy.
7. Employ features of historical writing, including argument, evidence, audience, historical sources, and historical thinking in the analysis of First Nations/Métis/Inuit-newcomer relations.
8. Convey personal consideration and historical information in ethnohistorical fieldnotes.
9. Explain how the colonial discipline of academic history to help Indigenous peoples fight against settler colonial policies in courts of law and treaty negotiations.

Recommended Evaluation Methods and Weighting (*Evaluation should align to learning outcomes.*)

Assignments:	70%	Final exam:	30%	%
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Details of typical assignments:

- Participation - holistic assessment, 15% (Participation and engagement in class and the Active Learning Seminar using the "Learning Jigsaw" teaching and appraisal strategy.)
- Fieldnotes and reflection assignment, 15% (Students are required to participate in a guided tour of a local archive or, as an alternative, explore either websites or physical places about First Nations, Métis, or Inuit history. Students will typically be given a list of sites that they can visit (outside of class time) in order to prepare independent fieldnotes.)
- Research paper proposal/prospectus, 10%
- Research paper or creative project, 30%

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, fieldnotes, etc.*)

Lectures followed by student presentations and discussions. Students participate in active learning seminars and engage with fieldnotes, historical academic writing, and creative projects. May include a field trip to the Coqualeetza grounds and Stó:lō Library and Archives in Sardis (Chilliwack) offered by Stó:lō Tourism. Alternatively, students will take one real or virtual (online) self-guided tour and planned fieldnotes. Guest lectures might be offered sporadically. Instructions and resources for the assignments will be available online.

Texts and Resource Materials (*Include online resources and Indigenous knowledge sources.*)

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Arthur J. Ray	<i>Illustrated History Of Canada's Native People: I Have Lived Here Since The World Began.</i> Montreal: McGill-Queen's University Press.	2016
2.	Indigenous knowledge	Example 1: Raymond Yakeleya Example 2: Alethea Arnaquq-Baril	"The Last Mooseskin Boat." <i>National Film Board of Canada.</i> "Angry Inuk." <i>National Film Board of Canada.</i>	1982 2016
3.	Video	Example 1: Stephen Greenlees Example 2: Cooks Ferry First Nation	"Caribou Hunters." <i>National Film Board of Canada.</i> "Grand Opening of Memorial to Honor The Interior Allied Tribes of BC 1908-1922." Nkemcin, Cooks Ferry Indian Band. <i>YouTube.</i>	1951 1922
4.	Other	Example 1: Joseph Bob Example 2: Naxaxalhts'i (Sonny McHalsie) and Keith Thor Carlson	"The Royal Proclamation of 1763 and First Nations." <i>YouTube.</i> "Myth Making and Unmaking: Indigenous Sacred Sites, Settler Colonial Mobility, and Ontological Oppression." In <i>Decolonizing "Prehistory": Deep Time and Indigenous Knowledges in North America.</i> Edited by Gesa Mackenthun, Christen Mucher. 131-149.	2013 2021

Course Content and Topics

- Introduction to history and course orientation
- Origin stories, geography, environment, and cultures
- Defining and thinking about contact
- New friends and enemies in early Indigenous-newcomer trade
- Early Indigenous-newcomer trade and commercial relations
- Military allies and enemies
- The emergence of the métis and the changing order of the west
- Canadian expansion into the west: riel resistance, numbered treaties
- Assimilation policies. the ban of the potlatch and the engagement with agriculture
- Engaging with the capitalist economy
- Genocidal policies and resilience
- History wars and being of good mind