UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: Septemer 2000
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2004
(Four years after implementation date) (MONTH YEAR format)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: **HISTORY**

HISTORY 326		**4**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

THE HISTORY OF NATIVE PEOPLES IN CANADA
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course presents a topical survey of the history of native peoples in Canada, from pre-contact times to the present. The course proceeds in a roughly chronological fashion to examine topics such as: the relations between native peoples and European newcomers during the early years of imperial competition and fur trade; the evolution of government policy in the 19th and 20th centuries; the role of missionaries, residential schools, and agricultural policy; political organization among first nations; and current issues such as land claims, "Pan-Indianism" and cultural revival.

PREREQUISITES: **nine credits of lower-division history**
COREQUISITES: **none**

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO:
(Department/Program)
(Department/Program)

TOTAL HOURS PER TERM: **60**
STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:	**30**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE:
HOURS PER DAY:

MAXIMUM ENROLLMENT: **35**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **will probably be placed on a two-year rotation cycle**

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

AUTHORIZATION SIGNATURES:

Course Designer(s): C. Reimer
Chairperson: *(Curriculum Committee)*
Department Head: B. Huskins
Dean: J. D. Tunstall
PAC Approval in Principle Date:
PAC Final Approval Date: October 27, 1999

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

- To be knowledgeable about the general contours of the history of native peoples in Canada over the past four centuries.
- To gain an understanding of not only the forces that acted upon Canada's first nations – from European fur traders and colonizers, to the Canadian government – but also the response of native peoples to these.
- To approach an understanding of Canadian history from the perspective of the first peoples to inhabit the region.
- To critically assess why and how Canadian historians have until recently largely ignored native peoples.
- To better understand the causes and significance of current issues facing native peoples by placing them within their historical context.

METHODS:

- Weekly **lectures** will provide the course with its basic organization and focus. They will describe the basic contours of the different eras in the history of native peoples in Canada, pose the historical questions historians have raised about different aspects of this history, and encourage students to view this history from new perspectives.
- Weekly **seminars** will provide students with the opportunity to critically assess and discuss the assigned readings, relating them to other readings and the lecture. Students also will present their critical book review during seminar, enhancing their oral presentation skills.
- The **Book Summary** and **Book Review** assignments will hone students' ability to read and write in an analytic, critical manner.
- The **Research Paper** will provide students with the opportunity to pursue in greater depth a topic of interest to them. They thus will acquire basic historical skills, such as: formulating a topic and thesis; obtaining relevant material through research; making use of this material to support their thesis; and synthesizing this in a coherent, well-argued and properly documented written presentation.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check :) ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Fisher, Robin. *Contact and Conflict: Indian-European Relations in British Columbia*, 1774-1890. 2nd ed. Vancouver: UBC Press, 1992.

Miller, J.R. *Skyscrapers Hide the Heavens: a History of Indian-White Relations in Canada.* Rev. ed. Toronto: Univ. of Toronto Press, 1991.

Miller, J.R., ed. *Sweet Promises: a Reader on Indian-White Relations in Canada.* Toronto: Univ. of Toronto Press, 1991.

Sioui, Georges. *For an Amerindian Autohistory.* Trans. S. Fischman. Kingston and Montreal: McGill-Queen's Univ. Press, 1992.

Trigger, Bruce. *Natives and Newcomers: Canada's "Heroic Age" Reconsidered.* Kingston and Montreal: McGill-Queen's Univ. Press, 1985.

[Optional Texts and References]:

Brown, Jennifer and E. Vibert, eds. *Reading Beyond Words: Contexts for Native History.* Peterborough: Broadview Press, 1995.
Coates, Ken and R. Fisher, eds. *Out of the Background: Readings on Canadian Native History.* 2nd ed. Toronto: Copp Clark, 1996.
Dickason, Olive, *Canada's First Nations: a History of Founding Peoples from Earliest Times.* Toronto: McClelland & Stewart, 1992.
Ray, Arthur. *I Have Lived Here Since the World Began: an Illustrated History of Canada's Native People.* Toronto: Lester Publishing, 1996.
Sturtevant, William, ed. *Handbook of North American Indians.* 20 vols. Washington, DC: Smithsonian Institution, 1978.

SUPPLIES / MATERIALS:

Aside from various audio-visual materials (slides, videotapes, etc.) held personally or by the UCFV Library, the main resource will be the Reading Resources listed below.

[Reading Resources – only those currently held by UCFV Library are listed here]:

Bolt, Clarence. *Thomas Crosby and the Tsimshian: Small Shores for Feet too Large* (1992)

Brown, Jennifer. *Strangers in Blood: Fur Trade Company Families in Indian Country* (1980)

Carter, Sarah. *Lost Harvests: Prairie Indian Reserve Farmers and Government Policy* (1990)

Christophers, Brett. *Positioning the Missionary: John Booth Good and the Confluence of Cultures in Nineteenth-Century British Columbia* (1998)

Cole, Douglas. *Captured Heritage: the Scramble for Northwest Coast Artifacts* (1985)

Cole, Douglas and Ira Chaikin. *An Iron Hand Upon the People: the Law Against the Potlatch on the Northwest Coast* (1990)

Delage, Denys. *Bitter Feast: Amerindians and Europeans in Northeastern North America*, 1600-64 (1993)

Dickason, Olive. *The Myth of the Savage and the Beginnings of French Colonialism in the Americas* (1997)

Flanagan, Thomas. *Louis "David" Riel: Prophet of the New World* (1979)

Gough, Barry. *Gunboat Frontier: British Maritime Authority and Northwest Coast Indians*, 1846-90 (1984)

Kelm, Mary-Ellen. *Colonizing Bodies: Aboriginal Health and Healing in British Columbia*, 1900-50 (1998)

Knight, Rolf. *Indians at Work: an Informal History of Native Indian Labour in British Columbia, 1849-1930*. Rev. ed. (1996)

Laforet, Andrea and A. York. *Spuzzum: Fraser Canyon Histories, 1808-1939* (1998)

Pannekoek, Fritz. *A Snug Little Flock: the Social Origins of the Riel Resistance* (1991)

Ray, Arthur. *Indians in the Fur Trade: their role as trappers, hunters, and middlemen in the lands southwest of Hudson Bay, 1660-1870* (1974)

Smith, Donald. *Sacred Feathers: the Reverend Peter Jones (Kahkewaquonaby) and the Mississauga Indians* (1987)

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

1. **Summary**: A 2-3 page critical summary of Bruce Trigger's text, *Natives and Newcomers*. [5%]
2. **Book Review**: A 5-6 page critical review of one of the books listed in the Reading Resources list. The review will draw upon other readings in the course, and will be presented orally during seminar period. [20%]
3. **Major Paper**: A 12-15 page research paper on a topic of the student's choosing (to be chosen in consultation with the instructor). [30%]
4. **Class Participation**: Based on preparation for and active participation in the seminar portion of the classes. [15%]
5. **Final Examination**: To be based upon all the material presented in the course, both lectures and readings. [30%]

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

The course will proceed in a roughly chronological fashion, starting with the period before the arrival of Europeans in what is now Canada, and moving up to the contemporary period. Each week will focus on a large issue or theme within this chronological progression. This issue or theme will be set out in the lecture, and placed within the general contours of the time period considered. Seminar readings will complement the lectures, and permit students to pursue the issues and period being considered in further detail.

The lecture and seminar readings schedule will proceed as follows:

WEEK 1 INTRODUCTION

A general introduction to the course, most importantly its organization, content and the major themes and issues it will address. Also, the evolution of historical writing on native peoples in Canada will be discussed, up to the current rise in interest in it.

WEEK 2 PREHISTORY AND HISTORY, NATIVES AND NEWCOMERS

An examination of native history in what is now Canada prior to the coming of Europeans Topics addressed include the first settling of the region, the various peoples/societies that emerged in different parts of Canada, and the development of the economies, trading networks, political systems and world views of these peoples.

WEEK 3 NEW FRANCE

Examines the first coming of Europeans, notably the French, from the perspective of native peoples. The class will look at the interaction between native peoples and French fur traders and colonizers during the 17th and 18th centuries, with a focus on the

motivations and role of, as well as impact upon, the first nations.

WEEK 4 BRITISH NORTH AMERICA
Looks at the interaction between British colonizers and native peoples in both the Atlantic and Great Lakes region, up to the late 1700s. Native relations with the British will be examined, as will the former's perceptions of, and participation in, the imperial rivalry between France and Britain in North America.

WEEK 5 FROM MILITARY ALLY TO GOVERNMENT WARD
Charts the decline in native-British relations as native peoples moved from a valued military ally of Britain in the latter's struggles with the newly independent American states, to being declared a ward of the colonial government by the mid-19th century. The bases for this latter policy, and its legacy for the Canadian government, will also be studied.

WEEK 6 THE FUR TRADE AND THE WEST
Examines the native peoples of the Prairies, from before the arrival of European fur traders in the 17th century, until the early 19th century. The focus will be upon the crucial economic role placed by native peoples in the fur trade economy, and on the unique culture that emerged on the plains due to this.

WEEK 7 TREATIES, RESERVES AND REBELLION
Looks at the beginnings and evolution of the new Canadian government's policy towards native peoples through the 19th century, particularly in areas such as education and treaty making. The native response to this will be examined, with special focus on the rebellions of 1870 and 1885 on the Prairies.

WEEK 8 THE BIBLE AND THE PLOUGH
Examines the policies of the federal government through the late -19th and early – 20th centuries, as Canada moved to place native peoples more firmly under the control of the central government, encouraging residential schools and more strictly constraining native behaviour through the Indian Act.

WEEK 9 COLONIAL BRITISH COLUMBIA
Looks at the history of native peoples in Canada's westernmost province, from before the arrival of Europeans to the colonial era of the 19th century. After examining the diverse peoples of both Coast and Interior regions, the class examines the impact of the maritime and land fur trades, settlement and colonization upon B.C.'s native peoples.

WEEK 10 MISSIONARIES, SCHOOLS, AND WORK IN B.C.
The class takes a closer look at B.C.'s first nations through the 19th and early -20th centuries, including their role in the colony and province's economic development, with the evolution of government policy towards the province's first nations and the impact of Christian missionaries.

WEEK 11 POLITICAL ORGANIZATION AND LAND CLAIMS
Focuses on the response of native peoples to the forces of the 20th century. Most notably, the class charts the resurgence of native peoples as part of Canada's larger post – WW II 'Equality Revolution'. It also describes the evolution of native political organization from the early part of the century onward.

WEEK 12 CULTURAL SUPPRESSION AND REVIVAL
Takes a closer look at the first nations' resurgence by focusing on the cultural and artistic realm. The class examines earlier attempts by Canadian authorities to stamp out native culture, and describes the more recent rise of native artistic and cultural expression, from painting and sculpture to fiction and drama.

WEEK 13 TODAY AND TOMORROW
Examines some of the major issues concerning native peoples in Canada today, including land claims, access to resources, self-government, constitutional negotiations, and recent court rulings. The class provides students with an opportunity to place these issues within the context of the previous weeks' study of the history of Canada's native peoples.

WEEK 14 REVIEW
A review of the course's material in preparation for the final examination.