



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Effective Date: **SEPTEMBER 2004**

B: Department / **HISTORY** Revision New Course
 Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) **C, H**
 Revised:
 Date of Previous Revision: **AUGUST 2001**
 Date of Current Revision: **APRIL 2004**

C: HIST 2270 D: FIRST NATIONS – SETTLER RELATIONS E: 3

| Subject & Course No. | Descriptive Title | Semester Credits |
|---|--|------------------|
| F: | Calendar Description: This course examines the evolution of First Nations - Settler relations from the invasion of Europeans in northern North America to the present. The themes of race, class, and gender are explored. Topics include fur trade and war, the growth and dislocation of Métis communities, colonization in the reserve and treaty systems, the creation of a bureaucracy of control, the growth of native political organizations, the quest for self determination and conflict in the courts. | |
| Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture and Seminar Number of Contact Hours: (per week /semester for each descriptor) Lecture: 2 hrs. per week / semester Seminar: 2 hrs. per week / semester Number of Weeks per Semester: 15 | H: Course Prerequisites: ONE 1100-LEVEL HISTORY COURSE | |
| | I: Course Corequisites: NONE | |
| | J: Course for which this Course is a Prerequisite NONE | |
| | K: Maximum Class Size: 35 | |
| L: PLEASE INDICATE: | | |
| <input type="checkbox"/> Non-Credit | | |
| <input type="checkbox"/> College Credit Non-Transfer | | |
| <input checked="" type="checkbox"/> College Credit Transfer: | | |
| SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca) | | |

M: Course Objectives / Learning Outcomes:

At the conclusion of the course the successful student will be able to:

1. The critical examination of historical sources (reading history). These sources include not only survey texts and articles but also short monographs and extended primary sources.
2. The creation and communication of personal interpretations of historical problems (writing history). Forms for communication of personal interpretations include annotated bibliographies, medium-length essays (1500-3000 words), comparative book reviews, and three-hour final examinations.
3. The independent analysis of the ideas of other students and the instructor in class in both tutorials and seminars (discussing history).

N: Course Content:

NOTE: Content may vary according to the instructor's selection of topics.

1. Introduction (note here some concepts besides overview)
2. Aboriginal Worlds (a brief pre-contact overview)
3. Contact (Atlantic-New France)
4. Contact (Pacific Coast-Russian/British/American)
5. Trade (of New France)
6. Hudson Bay Trade, 1670-1760
7. War (New France-Iroquois-Micmac in Acadia)
8. The Middle Ground, 1760-1814
9. Western Fur Trade
10. Acculturation (Structures (Gender-Kin)/Beliefs)
11. Demographic Impact (include Beothuk)
12. Mid Term Exam
13. A People Apart - Treaties and Reserves (Colonial Models)
14. Western Treaties to the Indian Act
15. The Métis (include settlement colonies experiment)
16. Bible and Plough
17. Economic Choices (Modern fur trade/fishery/wage labour)
18. False Dawn: Early Organization (to 1939)/US alternative
19. Liberal Reform, 1945-70
20. Struggle for Self Determination, 1970 to 2000
21. BC Model: Reserves No Treaties
22. Guest Speaker re: BC Treaty Making Process
23. The Urban Challenge
24. Debates: from Self Government to a new Indian Act
25. International Dimensions (Aust/NZ/Sami in Scandinavia)
26. Interpretations

O: Methods of Instruction:

An examination of a series of problems in the history of First Nations-Settler Relations will give the student ample opportunity to practice and improve these skills (see course Objectives).

Classroom sessions will be divided between lectures and discussions. The discussions sessions will serve as a forum for the exchange of student reactions and criticism and as a testing ground for student hypotheses.. By acting as referee and devil’s advocate the instructor will encourage the student to elaborate, refine, revise his/her ideas. Participation in class discussions is therefore essential.

P: Textbooks and Materials to be Purchased by Students:

Texts will be chosen from the following list:

Brown, J.S.H., and E. Vibert, eds. (1996). Reading beyond Words: Contexts for Native History.

Dickason, O.P. (2002). Canada’s First Nations: A History of Founding Peoples from Earliest Times. 3rd ed.

Fisher, R. and K. Coates. (1988). Out of the Background: Readings on Canadian Native History. Toronto: Copp Clark Pitman.

Miller, J.R. (2002). Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada. 3rd ed.

Ray, A.J. (1996). I Have Lived Here Since the World Began: An Illustrated History of Canada’s Native Peoples.

Q: Means of Assessment:

The evaluation of this course follows Douglas College policies as outlined in the current calendar. During the first week of classes the instructor will provide students with a typed course outline handout setting out the evaluation scheme for the course. A copy of this handout will be filed with the History Discipline convenor. A sample evaluation scheme follows.

SAMPLE EVALUATION

| | |
|---------------------------------------|------|
| Written/Oral Analysis of Article..... | 10% |
| Bibliography - Review Analysis | 15% |
| Mid Term Examination | 10% |
| Research Essay | 25% |
| Final Examination..... | 25% |
| Class/Seminar Participation | 15% |
| TOTAL: | 100% |

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No. Given that this is a course which involves theoretical analyses of First nations and settler relations, it is unlikely to be open for PLAR except as a credit transfer from another institution.

Course Designer(s): J. Gresko, F. Leonard and R. Wylie

Education Council / Curriculum Committee Representative

Dean / Director

Registrar