

CANADIAN STUDIES 311 – Lecture 20
Native Peoples of The Canadian Plains
Spring 2013

Monday, Wednesday, and Friday 10:00 a.m. – 11:50 a.m.
Room: PF 110

Instructor: Dr. Barbara G. Barnes

Office Location: TBA

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Office Hours: Monday, Wednesday, Friday 12:00 p.m. – 1:00 p.m. or by appointment

Course Description:

This course will examine the history and culture of the Plains First Nations Peoples of Canada. Emphasis will be on the impact of changes from prehistoric to post-contact, nomadic to sedentary lifestyle, and the impact of reserve and modern life upon traditional culture. An interdisciplinary approach will be taken emphasizing historical events that affected the Plains Peoples.

Objectives of the Course:

1. To foster understanding and appreciation of the history of the Canadian Plains First Nations Peoples.
2. To cultivate insight into the many issues that Aboriginal individuals endured over the course of history.
3. To increase awareness and excitement that history is full of amazing facts, which when shared, continues the cycle of oral tradition.
4. To encourage critical thinking, writing clarity and sophistication and ability to utilize logical arguments and conclusions.

Textbooks and Readings: Required

1. "Forging The Prairie West": The illustrated history of Canada by John Herd Thompson. (1998).

2. Edited by Patrick C. Douaud, and Bruce W. Dawson, "Plain Speaking: Essays on Aboriginal Peoples and the Prairie". (2002). Canadian Plains Research Center, University of Regina.

3. "Sisters in Spirit: Haudenosaunee (Iroquois) Influence on Early American Feminists" by Sally Roesch Wagner (2001).

4. A number of "On-line" articles will be proposed during the term and identified in the schedule of lectures.

Assignments and Evaluation

Please note: that the completion of ALL assignments are required to pass this course.

1. Mid-Term Exam- May 31, 2013 30%
2. Research Paper Due- June 14, 2013 35%
3. Final Exam – Registered scheduled between June 27 to 29. 35%

It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your essays directly to your instructor. If it is not possible to do so, a daytime drop box is available in SS102. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Registrar-scheduled Final Examination: Yes

Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening; however, there is NO guarantee that the exam will NOT be scheduled during the day.

THE FINAL EXAM IS CLOSED BOOK.

Policy for Late Assignments

An assignment submitted after the deadline will be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, **students should identify themselves on all written work by using their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam.**

For more information see also <http://www.ucalgary.ca/secretariat/privacy>.

Grading System

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

Schedule of Lectures and Readings

The lectures and readings are as follows. Please come prepared to discuss the information in class. Modifications will be made if necessary.

May 15th – I: INTRODUCTION:

- a) Review course expectations.
- b) Origin theories of Canada's First Nations Peoples
- c) Google: "Thor heyer dahl".

May 17th - II: PRE-HISTORIC, PRE-EXPEDITIONS:

- a) Creation Stories.
- b) Film: Indian Principles.
- c) Reading: Plain Speaking p.69-76 "Drawn to Land".
- d) Reading: Forging the Prairie West: Chapters 1 and 2.

May 20th: **"VICTORIA DAY" – NO CLASS.**

May 22nd: III: FOUNDATIONS OF PLAINS LIFE:

- a) Importance of Buffalo.
- b) Spirituality.
- c) Worldview.

- d) Sun Dance.
- e) Myths, Stories, and Legends.
- f) Reading: Forging...Chapter 3.
- g) Reading: Plain Speaking: p.1-10 "Recovering the heritage of treaty number four".
- h) Google: "The mental health and well-being of Aboriginal Children and youth: Guidance for new approaches and services, 2004".
- i) Canadian Journal of Counselling (2001) Vol. 35(1) p.63-73. "An Aboriginal world view of helping: empowering approaches" (Poonwassie, Charter).

May 24th- IV: EARLY CONTACT:

- a) The Canadian Journal of Native Studies III (1), 1983, p.23-37. "Housing the Home Guard at Moose Factory 1730-1982" (Carol Judd).
- b) Journal of the CHA 2008, Volume 19 (2) p.76-105. "Creating Interracial intimacies: British North America, Canada, and the transatlantic world 1830-1914" (Cecilia Morgan).

May 27th-V: CHANGES:

- a) Treaties.
- b) Residential Schools.
- c) Trauma: "Rethinking Historical Trauma: Narratives of Resilience" by Aaron R. Denham.

May 29th-VI: REVIEW:

- a) Film: Mission School Syndrome.
- b) Review for mid-term exam.

May 31st: **MID-TERM EXAM**

June 3rd – VII: IDENTITY:

- a) History and evolution of Identity.
- b) Reading: Plain Speaking p.35-53 "Nehiyawinwin and Modernity".
- c) Film: Identity.

June 5th – VIII: IDENTITY CONTINUED:

- a) Film: A Place Between.
- b) Reading: Plain Speaking p.35-53 "Nehiyawinwin and Modernity".
- c) Metis.

June 7th: IX: IDENTITY CONTINUED:

- a) Film: Women in the Shadows.
- b) Reading: Forging: p.43-70 "Making the Prairie West Canadian" Chapter 4.
- c) Metis.

June 10th – X: WOMEN’S ROLES AND RESPONSIBILITIES:

- a) Historical Perspectives.
- b) Reading: “Sisters in Spirit” by Sally Roesch Wagner.
- c) Reading: Sarah Carter: “Categories and Terrains of Exclusion, Constructing the “Indian Woman” in the Early Settlement Era in Western Canada”. Great Plains Quarterly, Vol.13. p. 147-161 (1993).

June 12th –XI: WOMEN’S ROLES AND RESPONSIBILITIES CONTINUED:

- a) Film: Muffins for Granny.
- b) Present Day Realities and Events: such as: OKA Walk to Ottawa, Women Chiefs, Single Moms, etc.

June 14th – XII: EDUCATION:

- a) **RESEARCH PAPERS DUE****
- b) History.
- c) Indian Control of Indian Education.
- d) Canadian Journal of Native Education, 2000, Volume 24 (2) p.92-101. “Empowering Aboriginal Voice in Aboriginal Education”.
- e) Sharing Our Successes.
- f) Post-Secondary Education.

June 17th – XIII: ORAL HISTORY:

- a) Google: “The Power of the Spoken Word: Orality in Contrast with Literacy” .
- b) The Spoken Word – Barnes
- c) [http:// “AANDA>ABOUT AANDA>RESEARCH AND STATISTICS> PUBLICATIONS.](http://AANDA>ABOUT AANDA>RESEARCH AND STATISTICS> PUBLICATIONS.) “Oral Narratives and Aboriginal Pasts- An interdisciplinary review of the literatures on Oral Traditions and Oral Histories”.
- d) Julie Cruikshank: “Oral Tradition and Oral History” Canadian Historical Review 75(3) p.403-418.
- e) Google: Julie Cruikshank: Oral Tradition is Evidence in Cases of Delgamuukw vs. B.C. also in BC Studies, No. 95, Autumn 1992.

June 19th – XIV: ORAL HISTORY IN THE CANADIAN COURTS:

- a) <http://Indigenousfoundations.arts.ubc.ca> “Oral Traditions”.
- b) www.woodwardandcompany.com/resources.html 1) “Aboriginal Witness Evidence and the Crown in Chief Roger William v. British Columbia and Canada.” 2) William v British Columbia et al.: Challenges, Successes and Lessons Learned in the Context of Oral History”. 3) Oral History Does Make a Difference”.
- c) Drew Mildon: “A Bad Connection: First Nations Oral Histories in the Canadian Courts” In the book: Aboriginal Oral Traditions: Theory Practice Ethics edited by Hulan and Eigenbrod.

June 21st –XV: LITERATURE:

- a) Past and Present Discussions
- b) Thomas King.
- c) Eleanor Brass.
- d) Maria Campbell.
- e) Bernis Harder.

June 24th – XVI: FUN SHARING OF STORIES:

- a) Telling stories.

June 26th – XVII: REVIEW:

- a) Review, questions.

June 27 – 29: **FINAL EXAM** (Date to be posted by registrar later).

Ethics

Outline any requirement for ethics applications if there will be work with human subjects. <http://arts.ucalgary.ca/research/for-researchers/ethics> is one resource that can be listed for student's information.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor if you have any questions regarding how to document sources.

Internet and electronic communication device information

Laptops may be used during the class, but please shut off cell phones and other electronic devices that may buzz or beep. Thank you.

Academic Misconduct

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following link;
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation Policy

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Disability Resource Centre (220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course. For further information, please see <http://www.ucalgary.ca/drc/node/46>

Emergency Evacuation and Assembly points

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

"SAFEWALK" Program

Campus Security will escort individuals day or night -- call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

Student Representation

There are now four Arts reps because of the amalgamation, with the email addresses being arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, and arts4@su.ucalgary.ca. Please contact if you have questions related to Students Union matters, events, or concerns.

For your student ombudsman, please see

<http://www.su.ucalgary.ca/services/student-services/student-rights.html>

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts!

Drop in at SS102, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them on the 3rd Floor of the Taylor Family Digital Library
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.