This course will examine selected themes in Canadian Aboriginal history (First Nations, Metis, and Inuit) in the 19th and 20th centuries. Themes to be covered will include the impact of colonization, disease and health care, education and residential schools, missionaries, government relations and policies, gender roles, treaty making and Aboriginal sovereignty, and forms of activism and protest. This course will also explore the larger colonial relationship and postcolonial approaches, the different ways that Aboriginal history is presented, and Aboriginal historical methods.

TEXTBOOK
Each student is required to read EITHER Joseph Boyden, Three Day Road OR Tomson Highway, Kiss of the Fur Queen.
There is no textbook required for this course but I strongly advise students (particularly those with no previous experience in this topic) to consult a general reader. General histories are Arthur J. Ray, I Have Lived Here Since the World Began (1996); or Olive Dickason, A Concise History of Canada’s First Nations (2006).

All seminar readings are on Library Reserve

COURSE FRAMEWORK
There will be weekly directed readings and discussion. Each student is required to prepare and participate in the discussion of each topic. Participation will be evaluated and will determine 30% of your grade.

REQUIREMENTS

Report
Student Reports will introduce each weekly discussion. This Report should be a short introduction (not more than 20 minutes) to the topic based on the list of readings. The Report (not more than five pages, typed, double-spaced in clear prose) should emphasize the important aspects of the topic, identify the thesis of the readings, examine the methodological approaches used, and place the reading in the larger historiography. The Report is an analysis of the readings as a whole. Do not simply summarize the readings. A copy of the Report must be submitted to the instructor at the time of the presentation. The Report will determine 10% of your grade. Note: the Report and the essay may not examine the same topic.
Essay Proposal
A proposal - a working thesis and annotated bibliography - for your essay must be handed in and will determine 20% of your grade.

Research Essay
Students will also prepare a 15-20 page essay based on one of the discussion topics, but the essay must explore a different topic than the Report. The essay will determine 40% of your grade. Late essays will be penalized 5% per day and no essay will be accepted after the last day of classes.

Grading:
- Seminar Participation: 30%
- Report: 10%
- Proposal: 20% Due 9 Nov/09
- Essay: 40% Due 30 Nov/09

Students must fulfill all of the course requirements in order to pass the class.

ACADEMIC HONESTY
Plagiarism is a very serious academic offence and is defined by University regulations as “presenting work done (in whole or in part) by someone else as if it were one’s own.” Students should read the Brock University Undergraduate Calendar Section VII (‘Academic Misconduct’). Failure to acknowledge another’s work will result in a grade of ZERO for the assignment. The Calendar outlines the range of penalties for plagiarism. To avoid the suspicion of plagiarism, deliberate or otherwise, students should retain all notes, rough drafts, and copies of essays until final grades are assessed.

LECTURE AND SEMINAR SCHEDULE

Week 1 (14 Sept): Introduction to History 4V65

Week 2 (21 Sept): Historiography and Indigenous Knowledge
- Marlene Brant Castellano, “Updating Aboriginal Traditions of Knowledge” in George Sefa Dei et al, eds. Indigenous Knowledges in Global Contexts (Toronto: OISE/UT and University of Toronto Press, 2000), 21-36

**Week 3 (28 Sept): Treaties and Treaty-making**

**Week 4 (5 Oct): Lands and Resources**

**Week 5 (12 Oct): No meeting. Thanksgiving Day. Read Novels for Discussion on 19 Oct.**

**Week 6 (19 Oct): Lands and Resources II**

Discussion of historical themes in Boyden, *Three Day Road* and Highway, *Kiss of the Fur Queen*

**Week 7 (26 Oct): Health and Disease**
Film: *The Longer Trail* (NFB, 1956)  
Film: *Lost Songs* (NFB, 1995)


**Week 8 (2 Nov): Residential Schools**


J. R. Miller, “The State, the Church and Indian Residential Schools in Canada” *Reflections on Native-Newcomer Relations: Selected Essays* (Toronto: University of Toronto Press, 2004), 193-213

**Week 9 (9 Nov): Proposal Due** Metis


**Week 10 (16 Nov) Colonial, Post-Colonial Relations**


Statement of the Government of Canada on Indian Policy, 1969 (‘White Paper’)

**Week 11 (23 Nov) Resistance and Protest**


J.R. Miller, “‘All This Region Belonged to Him: Claims” Lethal Legacy: Current Native Controversies in Canada (Toronto: McClelland and Stewart, 2004), 165-214


Week 12 (30 Nov) Essay Due Oral History and Memory
