

CAPILANO UNIVERSITY COURSE OUTLINE		
TERM: SPRING 2018	COURSE NO:	HISTORY 209
INSTRUCTOR: TBA	COURSE NAME:	HISTORY OF ABORIGINAL PEOPLES IN CANADA
OFFICE: LOCAL: E-MAIL:	SECTION NO(S):	CREDITS: 3
OFFICE HOURS:		

FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15 week semester, which includes two weeks for final exams.

PREREQUISITES

There are no prerequisites for this course.

CALENDAR DESCRIPTION

This course will introduce students to the History of Aboriginal Peoples in Canada from time immemorial to the early 21st century. The course emphasizes the interactions between First Peoples and newcomers within the contexts of colonialism, the establishment and expansion of the Canadian nation-state, and the movements for reconciliation and revitalization of the late 20th century.

STUDENT LEARNING OUTCOMES

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

1. Identify and explain the significance of important people, events, and processes in the History of Aboriginal Peoples in Canada.
2. Apply insights from the Truth and Reconciliation Commission's 2015 *Report* to examine the changing relationship between Aboriginal peoples and the state and generate strategies for reconciling Indigenous and Canadian relations.
3. Correctly explain the difference between primary and secondary sources (including oral traditions) and discuss the uses of each in creating and adjusting historical knowledge of Aboriginal Peoples in Canada.
4. Investigate the causes and outcomes of a significant historical event or process, and the roles of individuals therein, using evidence from primary sources.
5. Using sufficient evidence drawn from primary and secondary sources, construct a reasonable and responsible interpretation of a past person, event, or process.
6. Critically reflect on the major people, events, and processes in the History of Aboriginal Peoples in Canada.
7. Critically reflect on their own progress and development in the context of the course and assess the utility of the historical discipline in their personal, academic, or professional trajectory.

REQUIRED TEXTS

Dickason, Olive Patricia, and William Newbigging, *A Concise History of Canada's First Nations, 3rd Edition*. Don Mills, ON: Oxford University Press, 2015.

Truth and Reconciliation Commission of Canada. *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. Truth and Reconciliation Commission of Canada, 2015.
[http://www.trc.ca/websites/trcinstitution/File/2015/Honouring the Truth Reconciling for the Future July 23 2015.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf).

Storey, William K., and Towser Jones, *Writing History: A Guide for Canadian Students, 4th Edition*. Don Mills, ON: Oxford University Press, 2016.

Note: All texts are available online or in the University bookstore. Texts and readings for this course may change (with adequate notice). Please consult with your instructor and with the detailed course syllabus and/or Moodle site for the final reading list.

CONTENT & READINGS

In order to facilitate student learning and in-class discussion, students are expected to complete **ALL** assigned readings **BEFORE** each class. Readings and lecture topics may change and/or additional readings assigned as appropriate. Please consult with your instructor.

DATE	LECTURE & READINGS
Week 1	Course Introduction Dickason and Newbigging, chapter 1.
Week 2	Early Contact Experiences Dickason and Newbigging, chapters 2, 3, and 4.
Week 3	The British Takeover Dickason and Newbigging, chapters 5, 6, and 7.
Week 4	Alliance and Ascendance Dickason and Newbigging, chapters 8, 9, and 10.
Week 5	The Aboriginal-Newcomer Relationship in the 19th Century J.R. Miller, "Victoria's 'Red Children': The 'Great White Queen Mother' and Native-Newcomer Relations in Canada," <i>Native Studies Review</i> 17, no. 1 (2008): 1-23. Ian Radforth, "Performance, Politics, and Representation: Aboriginal People and the 1860 Royal Tour of Canada," <i>Canadian Historical Review</i> 84, no. 1 (March 2003): 1-32.
Week 6	Midterm Review Primary and Secondary Sources in Aboriginal History
Week 7	Midterm Exam
Week 8	Treaties and Resistance Dickason and Newbigging, chapters 11 and 12.
Week 9	Assimilation and/or Eradication Dickason and Newbigging, chapters 13 and 14.
Week 10	The Fight for Rights and Self-Government Dickason and Newbigging, chapters 15, 16, and 17.
Week 11	Reconciliation and Revitalization Dickason and Newbigging, chapter 18.
Week 12	Truth and Reconciliation Excerpts from the TRC Report. See details on Moodle.

DATE	LECTURE & READINGS
Week 13	Final Exam Review & Poster Exhibit / Essay Workshop
Week 14-15	Final Exam Period

EVALUATION PROFILE

Written Assignments and/or Quizzes	20%
Midterm Exam	20%
4 th Hour Assignment	10%
Participation	10%
Term Paper or Poster Presentation	20%
Final Exam	<u>20%</u>
	100%

GRADING PROFILE

A+ = 90 - 100%	B+ = 77 - 79%	C+ = 67 - 69%	D = 50 - 59%
A = 85 - 89%	B = 73 - 76%	C = 63 - 66%	F = 0 - 49%
A- = 80 - 84%	B- = 70 - 72%	C- = 60 - 62%	

ASSIGNMENTS

The assignment structure for this course is determined by the instructor in accordance with the learning outcomes outlined above. Please refer to the course syllabus and Moodle site for a detailed breakdown.

Written Assignments and Quizzes: This course will include a combination of short written assignments (e.g. reading responses, primary source analysis, article review) and/or in-class quizzes.

Midterm Exam: There will be a midterm exam covering all material up to and including the week before the midterm. The format of the exam will be determined by the instructor and may include a combination of true/false, multiple choice, short answer, matching, and essay questions.

Participation: Most of the participation grade is allocated to the consistency, quality, and frequency of contributions to class discussions. Consistency means attending class every week, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions; listening attentively during lectures and when other students are speaking; and participating in all class activities with an open and inquisitive mind.

Term Paper or Poster Presentation: The course will include an independent research project culminating in either a 1500-word research essay, or a 12x18-inch poster presentation. The essay or poster will investigate the significance of historical person, event, or process, and will make a coherent and defensible argument based on primary and secondary source research. Detailed instructions will be provided in class and on Moodle.

4th Hour Assignment: There will be a series of short written assignments and reflective exercises conducted before, during, and after class. Further instructions will be provided by the instructor.

Final Exam: The final exam will be drawn from all class materials and will be formatted similarly to the midterm. The final exam may be cumulative (please consult with your instructor). The final exam will be scheduled at a date to be determined by the Registrar's Office. Please plan to be available to write the final exam at any point during the final exam period. If you must make travel arrangements, assume that the final exam will be held on the final day of the exam period, and plan accordingly.

OPERATIONAL DETAILS

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Attendance: This course is built around an active classroom component; attendance in all class meetings is therefore **strongly advised**. Students not attending class regularly will be at a considerable disadvantage. Official university policy on attendance is found in the Calendar.

Classroom Etiquette: All students are expected to behave in a respectful academic manner. Time will be set aside in the first week of class to discuss and formulate appropriate classroom guidelines. Learning is a cooperative endeavor so it is important that we all be involved in creating and maintaining a positive and supportive learning environment in the classroom.

Assignment Submission, Deadlines and Late Penalties: Assignment submission guidelines, deadlines, and late penalties are determined at the discretion of the instructor within the parameters of History Department policies. In general, assignments will be submitted electronically via Moodle or by hard copy in-class (consult with your instructor for their preference). Assignments submitted late will be subject to late penalties, except in extenuating circumstances (e.g. medical or family emergency). Please contact your instructor as soon as possible if such an unfortunate situation occurs. Official documentation (e.g. doctor's note) will be required for any extension to be granted.

Missed Quizzes and Exams: Missed quizzes and exams may only be rescheduled in the event of exceptional emergencies and/or circumstances. In such cases, students need to provide appropriate and verifiable documentation supporting an absence, as soon as possible after the absence occurs. Rescheduling will not be allowed for reasons such as holidays, nor shall re-scheduling be possible after exams have been graded and returned.

Formatting Written Assignments: All written assignments will be composed in a standard font and font size (e.g. 12-point Times New Roman), double-spaced, paginated, with one inch margins, and a title page with a title, your name, date, course name, and instructor's name, in hard copy, or saved in pdf or doc formats. Students are expected to use proper academic English in written assignments; all work should be in clear, well-organized and correctly punctuated sentences contained within organized paragraphs. Form as well as content will be evaluated. For help with academic English, the guide *Writing History* is an invaluable resource for writing History papers. The accepted format for referencing in history papers is the *Chicago Manual of Style*, 16th Edition (footnotes-bibliography), which can be found on the Library website or by going to: http://www.chicagomanualofstyle.org/tools_citationguide.html.

Use of Electronic Devices during Exams: Personal electronic devices (laptops, tablets, e-readers, etc.) may not be used during a quiz or exam without prior approval. Any use of cellphones, smartphones, or

other distractions is strictly prohibited. These must be silenced and stored for the duration of the quiz/exam period. Students requiring exam accommodations must register with Accessibility Services.

Academic Integrity and Plagiarism: Integrity in academic work is a central element of learning and is the basis of intellectual pursuits in an academic community. According to university policy, “cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage,” and plagiarism constitutes “the presentation of another person's or source's words and/or ideas as if they were one’s own.” Cheating and plagiarism are serious offences that may result in a failing grade or suspension from the university. The full university policy is available online: <https://www.capilanou.ca/current/policies/Cheating-and-Plagiarism-Policy/>.

Accessibility and Diversity: The History Department is committed to the academic values of accessibility and diversity. We aim to promote and protect a positive, supportive and safe environment for all students. Students with diverse learning styles and needs are welcome and encouraged to fully participate in this course. For academic accommodations, please contact your instructor and/or Accessibility Services as soon as possible. The Accessibility Services office is in BR 284, and you can book an appointment with them by calling 604-983-7526. The university's policy on Access and Accommodation is available at: <https://www.capilanou.ca/current/policies/Access-and-Accommodation-Policy-for-Students-with-Disabilities/>.

Additional Learning Services: Capilano University maintains a wide array of services to help students succeed including the Advising Centre, First Nations Student Services, Learning Specialist Services, the Library, and the Writing Centre. Please contact your instructor, or you can book an appointment with a Learning Skills Specialist by calling 604-984-1744. Further information can be found online at: <http://www.capilanou.ca/current/Services-for-Students/>.

Emergency Procedures: Please read the emergency procedures posted on the wall of the classroom. The local number for campus security and first aid is 604-984-1763. For additional information on safety and security, go to: <https://www.capilanou.ca/safety-security/>.