

**FIRST NATIONS STUDIES PROGRAM,  
UNIVERSITY OF BRITISH COLUMBIA**

**FNSP 200 Introduction to First Nations Studies**

Winter 2006/2007

Tuesday and Thursday, 2:00-3:30

Buchanan B 218 (term 1); Buchanan B 212 (term 2)

Instructor: Susan Roy  
Office: AnSo Building 123  
Email: susanroy@interchange.ubc.ca  
Phone: 604-827-5178  
Hours: Tuesday and Thursday, 11:30 – 12:30 or by appointment.

**Course Description and Objectives:**

This course will introduce students to some of the major themes, methodologies, and debates in First Nations Studies as an interdisciplinary program. While providing a background on the histories and cultures of Aboriginal peoples in Canada, we will also address contemporary social justice and political issues. In other words, we will interrogate how Canada's colonial past has shaped current debates, such as Aboriginal and treaty rights and disputes over resource and land use. We will be focusing on the Canadian context, but will also discuss the histories, perspectives, and experiences of indigenous peoples in the United States, Australia, and New Zealand. Special attention will be given to the specific issues facing First Nations in British Columbia. Emphasis will be on exploring the various forms of indigenous resistance and protest as well as the dynamic and diverse nature of First Nations' communities and culture.

During the first term, the class will explore the concepts of community, colonialism, resistance, identity, and authenticity. In term two, we will examine the period from the 1960s to the present, a period of ongoing political action and cultural revitalization in British Columbia and Canada. Second term material will be based on a series of case studies of First Nations' communities and organizations, highlighting their specific histories and current circumstances. Some areas to be covered include the emergence of pan-Indianism, the varied forms of political action (including blockades, litigation, and the BC Treaty Process), the discourse of multiculturalism, TEK (traditional ecological knowledge) and resource extraction, Aboriginal title, the environment, fisheries, Indian Reserves, cultural revitalization, housing, and health.

Students will build an awareness of contemporary First Nations issues and be able to negotiate the complex and important public discussions that affect us all. This course

will highlight the diversity of Aboriginal experience and perspective. Emphasis will be on developing critical reading, analytical thought, and writing skills.

### **Course Format:**

Generally, Tuesday classes will consist of lectures and/or guest speakers. Thursday classes will be dedicated to small group and class discussion, film and media presentations, student presentations, and the occasional in-class assignment. You are expected to attend classes and read the assigned readings so that you can best contribute to our Thursday classroom discussions.

### **Course Materials:**

#### **Required Readings:**

King, Thomas. *The Truth About Stories: A Native Narrative*. Toronto: Anansi Press, 2003.

Lawrence, Bonita. *“Real” Indians and Others: Mixed-Blood Urban Native Peoples and Indigenous Nationhood*. Vancouver: University of British Columbia Press, 2004.

Deloria, Philip J. *Indians in unexpected places*. Lawrence, Kansas: University of Kansas Press, 2004.

Cardinal, Harold. *The Unjust Society: The Tragedy of Canada’s Indians*. Douglas & McIntyre, 1999.

#### **Suggested Reading:**

Ray, Arthur J. *I Have Lived Here Since the World Began: An Illustrated History of Canada’s Native Peoples*. 2005 ed.

These texts will be supplemented with writings available on-line, or as handouts in class. Materials for the second term will be available at the UBC Bookstore later this term. Students may be required to purchase a Custom Course Package containing second term materials.

### **Assignments and Grading:**

During the first term, you are required to prepare 6 “Reading Responses.” These are short, concise, maximum 2 page (500 word) critical reviews of the text. The goal is to identify the main thesis, supporting arguments, the author’s perspective or bias, and to offer a critical response. The purpose of this assignment is to develop essential reading and writing skills. Because they are short papers, you will have to decide what you think

is important, and state it concisely. I appreciate that this can be a difficult task and requires much skill, attention, and practice. If you are unsure about the assignment, visit me during office hours, make an appointment, or send an email. I am here to assist you and am available to review drafts prior to the due date. Please review carefully the material on plagiarism and academic dishonesty outlined below.

Reading Responses for the following texts are due in class on the dates indicated:

- *The Truth About Stories* -- September 21
- *Real Indians and Others* -- October 12
- *Indians in Unexpected Places* -- November 9

The three remaining Reading Responses are to be based on any of our class readings. It is your choice. However, they must be handed in on the day of the class for which the reading was assigned. As an alternative, I encourage you to write responses to the media and/or guest speakers' presentations. If you chose to do this, you may hand in your paper on the Tuesday of the following week. You also have the option of submitting additional Reading Responses, in which case I will average your top six marks. Please be sure to proofread written work; correct spelling is important!

In term two you will have the opportunity to prepare a research paper, either based on the materials compiled for our community case studies, or on a topic of your own choice. This project will consist of a library assignment, research proposal, annotated bibliography, and a 10-15 page final essay. Details to follow.

Occasionally throughout the year, you will be asked to complete a number of in-class writing and/or mapping assignments. These will be based on the assigned readings and guest speakers' presentations. Some will be simply marked as completed or not, and some will be graded. In addition, there will be one group presentation project on the McKenna-McBride testimony that will be prepared during class time. These assignments will contribute to your participation mark, which is 20% of the final grade. Contributions to class discussions (in quality, not quantity) will also be included in your participation mark.

#### Term One

Reading Responses	20%
December in-class Exam	10%

#### Term Two

Research Essay	35%
Final Exam	15%

Participation	20%
---------------	-----

## Course Schedule and Readings

### **Week #1      September 5 and 7: Introduction: What is First Nations Studies?**

Readings:      Kulchyski, Peter. "What is Native Studies?" in *Expressions in Canadian Native Studies*, ed. Ron F. Laliberte. Saskatoon: University of Saskatchewan Press, 2000: 13-26; and Elizabeth Cook-Lynn, "American Indian Studies: An Overview," in *Anti-Indian in Modern America: A Voice from Tatekeya's Earth*. Urbana and Chicago: University of Illinois Press, 2001: 171-182.

### **Week #2      September 12 and 14: Responses to Early Contact, the Fur Trade, and European Settlement**

Readings:      Thomas King, *The Truth About Stories*, pages 1-60.

Julie Cruikshank, "Discovery of Gold on the Klondike: Perspectives from Oral Tradition," in *Reading Beyond Words: Contexts for Native History*, ed. Jennifer Brown and Elizabeth Vibert (Peterborough, Ontario: Broadview Press, 1996): 433-453.

Film:            TBA

### **Week #3      September 19 and 21: "Making Indians:" Canadian Federal Indian Policy and Treaty-Making in Canada**

Readings:      King, *The Truth About Stories*, pages 61-167.  
Article on Treaty Seven, TBA

\*\*\* *The Truth About Stories*, Reading Response due September 21

### **Week #4      September 26 and 28: Aboriginal Title: Land Claims in British Columbia**

Readings:      McKenna-McBride Testimony -- Online.

Group presentation: McKenna-McBride Testimony

### **Week #5      October 3 and 5: Defining "Indians:" The Indian Act**

Readings:      Lawrence, "Real" *Indians and Others*, Part 1.

Kateri Akiwenzie Damm, (poem handout)

Film: 1960s CBC drama, *Cariboo Country*, “All Indian.”

**Week #6      October 10 and 12: Negotiating Community and Identity**

Readings: Lawrence, “*Real*” *Indians and Others*, Part 2

Guest Speaker: To be confirmed, Larry Grant, Musqueam First Nation

**Week #7      October 17 and 19: Who are the Metis?**

Readings: Lawrence, “*Real*” *Indians and Others*, Part 3.

\*\*\* “*Real*” *Indians and Others*, Reading Response due October 19

**Week #8      October 24 and 26: Representation and Authenticity: Performing Indianness**

Readings: Deloria, *Indians in Unexpected Places*, “Introduction,” “Violence,” and “Representation.”

Film: TBA

**Week #9      October 31 and November 2: Culture, Sports, and Technology**

Readings: Deloria, “Athletics,” and “Technology”  
Article on sport’s iconography: TBA

**Week #10     November 7 and 9: “Authentic” Culture**

Readings: Deloria, “Music,” and “Conclusion”  
Article on expressive culture, TBA

Film: 1960s, CBC drama, *Cariboo Country*, “Sarah’s Copper.”

\*\*\* *Indians in unexpected places*, Reading Response due November 9

**Week #11     November 14 and 16: First Nations, Resource Exploitation, and the Environment**

Readings: Royal Commission report, available online, TBA

**Week #12 November 21 and 23: Dispossession and Resistance post WWII**

**Week #13 November 28 and 30: Review of Term 1 and discussion of Term 2**

Assignment: In-class mid-course exam on November 30.

\*\*\*\*\*

**NOTE WELL:** instances of plagiarism on written assignments have increased substantially in recent years. Your thinking for this course, however structured, must be your own, and other people's work you use must be acknowledged in standard academic format (see the MLA or APA guidelines at the library or bookstore and ask if you are in doubt.). Submission of work done by another person or failure to document material taken from somewhere else (another text, the internet, etc.) will be regarded as academic dishonesty and will result in disciplinary action: under UBC regulations, the results can be very serious. Ask for help if you are in doubt or having trouble. Ignorance is not an extenuating circumstance. Please review the Arts faculty policy on academic dishonesty at [http://www.arts.ubc.ca/Consequences\\_of\\_Academic\\_Disho.92.0.html](http://www.arts.ubc.ca/Consequences_of_Academic_Disho.92.0.html).

### **Grading**

**A** = exceptional insight into the issues or problem at hand, very careful planning and analysis demonstrated, exceptionally detailed investigation of materials, research area, and methods demonstrated. **B** = significant insight, clear presentation and analysis of materials, detailed investigation of materials demonstrated. **C** = coherent argument, basic level of analysis apparent, basic knowledge of materials demonstrated. **D** = no clear analysis developed, minimal knowledge of materials demonstrated, factual inaccuracies. **F** = basic knowledge of materials not adequately demonstrated.