

# HISTORY 265.3

## INTRODUCTION TO THE HISTORY OF INDIAN-WHITE RELATIONS IN CANADA, 1880 to the PRESENT

### 2004

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#### General

History 265.3 is an introductory survey of the history of relations between the indigenous peoples of northern North America and the immigrant peoples who came to their shores. The course covers the period from the creation of the modern Department of Indian Affairs in 1880 to the twenty-first century. Its focus is on the interaction of Native peoples and newcomers within the following areas: federal government policies; land issues; Native political organization; and Native response to social, economic, political, and economic challenges.

The primary objectives of History 265.3 are: to provide students with a broad overview of the manner in which relations evolved; to acquaint students with methodological lessons to be learned from other, related disciplines; to introduce students to some of the historiographical debates on Native-newcomer relations; and to sensitize students to the background and significance of some contemporary social, political, economic, and constitutional issues. The course also will enable students to refine the academic skills to which they were introduced in 100-level History.

#### Organization and assignments

History 265.3 is a lecture course. Twice-weekly lectures introduce topics and provide a broad overview of them from the instructor's perspective. Lectures are intended to be introductory rather than conclusive, suggestive rather than definitive. A schedule of lectures is found below. **Please note that this schedule is tentative and approximate.**

Other course requirements are: an essay, a mid-term test, and a final examination.

Essays are to be approximately 2500 words (ten typed pages), preferably typed and double-spaced, and, in any event, legible. Two copies of the essay are to be submitted, one of which will be returned with comments and a grade. Students may select a topic from an approved list (below) or develop a topic in consultation with the instructor. It is recommended that a tentative, or working, bibliography be submitted as early as possible for approval to avoid wasting effort on irrelevant or unreliable sources. **Early commencement of work on the essay is essential because library resources are limited, and they will experience heavy usage later in the term.**

Essays are due Tuesday, **30 March 2004**. Late essays are penalized one part-grade (e.g., B becomes B-; 72% becomes 70%) per week, and extensions are not granted. Please hand the essay directly to the instructor to prevent loss or misunderstanding. No Essay will be accepted after 4:30 pm on April 2004. No essays prepared for another course will be accepted in History 265.3.

There will be a term test of sixty minutes' duration on Thursday, **4 March**. The test will consist of both semi-objective ("Identify and give the historical significance of four of the following:...") and essay questions (Do one of the following three essay topics).

The final examination, which will be held in the normal examination period in April 2004, will be three hours' duration, will require students to answer three of eight questions, and will require student to use material from all parts of the course.

The **required texts** for History 265.3 are:

J.R. Miller, *Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada* 3<sup>rd</sup> ed. (University of Toronto Press 2000) paperback

J.R. Miller, ed., *Sweet Promises: A Reader on Indian-White Relations in Canada* (University of Toronto Press 1991) paperback

J.R. Miller, *Canada and the Aboriginal Peoples, 1867-1927* (CHA 1997) booklet

For the instructor to assign his own works as required readings raises an issue of some delicacy. If any student feels any discomfort with this requirement, I will be happy to arrange for the royalties for that person's book to be contributed to a fund for support of students at the University of Saskatchewan. Anyone who wishes to have this done, please provide proof that the book in question was purchased new, rather than second-hand. If there are any questions or concerns about this matter, please do not hesitate to raise them with me.

Two other titles, both available in paperback, are **recommended** though not required. Olive P. Dickason, *Canada's First Nations: a History of Founding Peoples from Earliest Times* 3<sup>rd</sup> ed. (Oxford University Press 2002) is strong on factual information. Dave De Brou and Bill Waiser, eds., *Documenting Canada: A History of Modern Canada in Documents* (Fifth House 1992) is useful for the text of the various versions of the Indian Act, of treaties, and of court decisions relevant to Aboriginal issues. Both of these titles are available in paperback, and are carried only in limited quantities in the Book Store.

### **Office hours**

Before or after lectures, or other times by appointment: 966-5806, or [miller@sask.usask.ca](mailto:miller@sask.usask.ca)

### **Summary of Grading**

mid-term test	15%
essay	25%
final examination	60%

### **Tentative lecture schedule**

## January

- Introduction: Canada and the Aboriginal peoples in 1880
- Relations on the Pacific (to 1880s)
- The Northwest Rebellion
- The 'policy of the Bible and the plough'

## February

- The 'policy of the Bible and the plough' (cont'd)
- Native resistance to policies of control and coercion
- Native political organization
- The Inuit and relations in the North (to approx. 1950)

March [**Mid-term test: 4 March; Essays due: 30 March**]

- The post-war search for a new policy
- Land issues in the twentieth century
- Aboriginal self-government and the process of constitutional renewal
- Meech Lake, Oka, and RCAP: Welcome to the 1990s!

## April

- Summary and review

**Essays**

Essays are due Tuesday, 30 March 2004. Late essays are penalized one part-grade (e.g., B/B-; 75%/72%) **per week**. No essay will be accepted after 4:30 pm, 6 April 2004. Two copies of the essay are to be submitted, one of which will be returned to you with comments and a grade.

Essays should be approximately 2500 words, or ten typed, double-spaced pages. Typed essays are preferred, but handwritten papers will be accepted so long as the writing is clear, legible, and double-spaced.

Students may either devise an essay of their own in consultation with the instructor, or select a topic from the following list. If you wish to select an approved topic (below), please sign for it on or after 15 January on a list posted on the door of Arts 610. Only eight students will be permitted to choose any particular topic in order to spread the pressure on library resources more widely.

It is strongly recommended that students submit a tentative or working bibliography for approval by the instructor as soon as possible. Such a step is advisable to avoid outdated, erroneous, or irrelevant sources; as well as to ensure that important sources are not overlooked. Do not hesitate to consult the instructor in selecting the topic, preparing the bibliography, performing the research, and planning and writing the essay.

An essay must be the work of the student who submits it. Any essay containing plagiarism ('plagiarize: Take and use another person's thoughts, writings, inventions as one's own.' *Concise Oxford Dictionary*) will be handled in accordance with the Department of History's

### **Policy on Academic Honesty and Plagiarism:**

**Scholarship is premised on academic honesty and integrity. Authors must properly acknowledge the primary and secondary sources upon which they base their ideas and arguments so that original contributions are readily identifiable. Failure to do so is unethical and constitutes plagiarism.**

**Plagiarism is a very serious offence. It involves the unattributed copying and presentation of another persons's thoughts, writings, or discoveries from another source – including purchased essays or the essays of other students – as your own. Plagiarism also includes close paraphrasing – changing only a few words from the sources. You must write your essays and other written assignments in your own words. It is also unethical to hand in the same essay to two different classes, unless you have made a special arrangement with the instructors in both classes.**

**Your instructors must report all cases of plagiarism to the Undergraduate Director, who will keep a record of each occurrence. Following College procedure, the Undergraduate Director will forward all cases of gross plagiarism to the College of Arts and Science's Committee on Academic Dishonesty.**

**For more information on academic honesty, consult the University's website at [www.usask.ca/honesty](http://www.usask.ca/honesty).**

**If in doubt, ask!**

### **Approved essay topics**

1. Why is such a limited area of British Columbia covered by treaties? What have been the consequences of the fact that most of BC is not covered by treaties?
2. What was 'the policy of the Bible and the plough'? Why did the government of Canada adopt this policy? What have been the results of this policy for First Nations and for Canada as a whole in the period to 1951?
3. Describe and account for the evolution of the Métis communities of the Prairie provinces in the period from 1880 to 1940.
4. Why did Canada stop making treaties with First Nations in the early 1920s? What

- caused Canada to reverse its position and resume treaty-making in the 1970s?
5. Describe and account for the evolution of Inuit-government relations in the period from 1880 to the 1950s.
  6. What was the White Paper of 1969? Why was it issued? How did First Nations react to it? Why and with what results?
  7. Describe and assess the effectiveness of Canada's land claims resolution policies from 1974 to 2003.
  8. Has the *Indian Act* outlived its usefulness? Based on your knowledge of the *Act's* operation since the late nineteenth century, is it likely that it will be repealed in the near future? Why, or why not?

REMEMBER! Any topic approved by the instructor is an acceptable alternative to one of these topics.