



COURSE OUTLINE

HIST 140

HISTORY OF YUKON FIRST NATIONS AND SELF-GOVERNMENT

**45 HOURS
3 CREDITS**

PREPARED BY: _____

DATE: _____

Gillian Staveley, Sessional Instructor

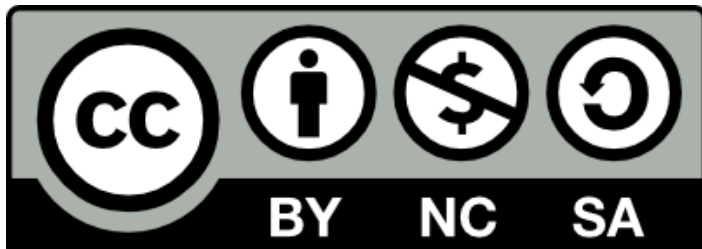
APPROVED BY: _____

DATE: _____

Dr. Andrew Richardson, Dean Applied Arts Division

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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APPLIED ARTS DIVISION
HIST 140
3 Credit Course
Fall Semester, 2017

HISTORY OF YUKON FIRST NATIONS AND SELF-GOVERNMENT

INSTRUCTOR: Gillian Staveley

TIME: Online

CLASSROOM: Online

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DATES: Sept 6th-Dec 3rd 2017

COURSE DESCRIPTION

This course broadly examines Yukon First Nations' history, culture and governance. Topics covered include pre-contact cultures of Yukon, subsistence economies, social and political organizations, cultural expressions, and cultural protocols. First Nations responses to colonialism within the context of major contact and post-contact events are analyzed. Particular emphasis is placed on the history of Yukon land claims and the emergence of First Nations self-governments, including the negotiating process, the Umbrella Final Agreement, and Self-Government Agreements.

PREREQUISITES

None

RELATED COURSE REQUIREMENTS

Students are required to have access to a desktop computer, laptop or tablet that can run and operate the online Moodle platform. It is recommended that students have access to wired high-speed internet to efficiently use Moodle. No web cam is needed for this online course.

EQUIVALENCY OR TRANSFERABILITY

ASM SOSC 1 st (3)	AU HIST 2XX (3)	TRU HIST 1XXO (3)
CAMO HIST 100 (3)	KWAN HIST 1XXX (3)	TRU-OL HIST 1XX1 (3)
SFU HIST 1XX (3)	TWU HIST 100 lev (3)	UBC HIST 1st (3)
UBCO INDG 100 (3)	UCW HIST 1XX (3)	UFV HIST 1XX (3)
UNBC HIST 1XX (3)	UVIC HIST 100 lev (1.5)	VIU HIST 1st (3)
CNC HIST 1XX (3)		

For more information about transfer credit, contact the School of Liberal Arts or go to www.bctransferguide.ca/

LEARNING OUTCOMES

Upon successful completion of this course students will be able to:

- Demonstrate an understanding of First Nations pre-contact group locations, language and intergroup relations and why these were important
- Describe traditional kinship systems amongst Yukon First Nations including the importance of extended family members, clan structure and the valuable role of Elders within communities
- Explain the historical significance of contact and colonialism for Yukon First Nations and the ways in which they have responded over time
- Explain what led to the instigation of land claims by Yukon First Nations and demonstrate an understanding of the negotiating process, the Umbrella Final Agreement, and Self Government Agreements
- Explain why cultural expressions are important to Yukon First Nations with particular reference to oral histories, songs and stories, dancing and drumming, clothing, and the role and use of traditional knowledge
- Explain the significance of cultural protocols and why they are used
- Recognize and appreciate aboriginal worldviews and the enduring significance of history, culture and the land to Yukon First Nations.

DELIVERY METHODS

This course will consist of online video lectures, PowerPoint presentations, films, and supplementary reading-based materials.

COURSE REQUIREMENTS/ASSESSMENTS

Participation

Students are expected to keep up with the readings, complete all assignments in a timely fashion on the dates indicated in the syllabus, and to critically analyze the material presented in this course. No participation mark is given for the amount of time logged into Moodle but instead is evaluated based on each of the assignment rubrics.

Assignments

All written assignments must be completed and submitted by the scheduled due date. There is a penalty for late assignments which are outlined in each of the assignments marking rubrics. Only in extreme, unforeseen circumstances will a late assignment be accepted without penalty.

EVALUATION

Weekly Discussion Entry (12 in total) due: every Sunday by midnight Total 20%

Every week students will answer a discussion question(s) posted on the online discussion thread. Students are also expected to comment on other students' responses. Questions will focus on readings, lectures, films and/or current events. This is an opportunity for students to share their thoughts on the course material with other students. The rubric and a detailed assignment description can be found on the website.

1 Page Response Papers on Course Themes (4 in total) Total 20%

There are four major themes in this course and students are required to post a response to ONE of EACH the themes questions. The student can choose what material to focus on and submit an in-depth ONE page (500 word) response on the chosen question. Answers will be submitted online in Microsoft Word format. This is an opportunity for the student to share their knowledge base of the course material with the instructor. The rubric and a detailed assignment description can be found on the website.

Theme 1: Precontact Response	Due: October 1 st	5%
Theme 2: Trade Networks and Contact Response	Due: October 22 nd	5%
Theme 3: Fragmentation Response	Due: November 12 th	5%
Theme 4: Towards Self-Government Response	Due: December 3 rd	5%

Oral History Assignment Total 30%

There are 3 parts to this assignment. Each part will be handed in separately. Students are required to fill out an interview application form, find an interview subject and have them sign a consent form, conduct an interview, transcribe the interview, and write a 3-4 page summary of lessons learned through the interview process. All parts of the assignment will be submitted online in Microsoft Word format. Students should read the oral history assignment marking rubric so that they are aware of assignment expectations. The rubric and detailed assignment description(s) can be found on the website.

<i>Oral History Assignment Evaluation</i>		
Application Form and Consent Form	Due: September 24 th	5%
Oral History Transcription	Due: October 8 th	15%
Oral History Summary	Due: October 22 nd	10%

Final Research Paper

Total 30%

Students are required to submit a Final Research Paper. The paper can be a traditional academic paper or a photo essay. A thesis outline and bibliography containing 5 citations will be submitted separately from the final paper or essay. All Students should read the Research Paper grading rubric so that they are aware of assignment expectations. The rubric and detailed assignment description(s) can be found on the website.

Research Paper Evaluation

Research Paper Outline

Due: October 29th 10%

Final Research Paper

Due: November 26th 20%

Please note:

- Assignments are due in Microsoft Word electronic format (doc. or docx) via the course website (Moodle) by midnight of the assigned due date.
- All written assignments must be double spaced and typed using Times New Roman in 12 point font on 8.5 x 11 size paper, with 1 inch margins. Spelling, APA referencing, grammar and content organization will be evaluated.
- All students are encouraged to contact the instructor with questions or concerns about assignments.

REQUIRED TEXTBOOKS AND MATERIALS

All readings and supplementary materials will be available on the course website.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Lorene Robertson Writing Centre a regular part of the writing process for coursework. Located in C2211 (within the College Library), the Lorene Robertson Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre.

ACADEMIC CALENDAR COURSE DESCRIPTION

This course examines Yukon First Nations history, culture and governance. Topics covered include pre-contact cultures of Yukon, subsistence economies, social and political organizations, cultural expressions, and cultural protocols. First Nations' responses to colonialism within the context of major contact and post-contact events are analyzed. Particular emphasis is placed on the history of Yukon land claims and the emergence of First Nations self-governments. HIST 140 is a core course in the Heritage and Culture Certificate.

COURSE THEMES

**Theme One:
Precontact**

**Week 2: The Precontact
Landscape**

**Week 3: Hunting Practices
and Traditions**

**Week 4: Kinship and Cultural
Identity**

**Theme Two:
Trading and Contact**

**Week 5: Intergroup Trade and
Place Names**

Week 6: Yukon Fur Trade

**Week 7: Northern Yukon
Whaling and Health Epidemics**

**Week 13: Reconciliation and
Moving Forward**

**Week 12: Land Claims and
Self-Government**

**Week 11: Resettlement and
Resource Development**

**Week 8: Mining, Law and
Justice in the Yukon**

**Week 9: Yukon's Residential
School System**

Week 10: The Alaska Highway

**Theme Four: Towards
Self-Government**

**Theme Three:
Fragmentation**

TOPIC OUTLINE

Week One: Setting the Stage for Yukon First Nations History

Required:

Book: Julie Cruikshank (1991) Reading Voices, Dan Dha Ts'edenintth'e: Oral and Written Interpretations of the Yukon's Past, Chapter 1: Oral and Written Interpretations of the Past. Pp. 11-21.

Website: Indigenous Foundations: Terminology.

<http://indigenousfoundations.arts.ubc.ca/home/identity/terminology.html>

Supplementary:

Film: CBC Series (2011). Indigenous in the City.

<http://www.cbc.ca/8thfire/2011/11/indigenous-in-the-city.html>

Theme One: Precontact

Week Two: The Precontact Landscape

Required:

Book: Catherine McClellan (1987) Part of the Land, Part of the Water: A History of Yukon Indians, Chapters 3: The Earth and Her Memories-Geology and Archaeology in the Yukon. Pp. 44-58

Book: Julie Cruikshank (1991) Reading Voices, Dan Dha Ts'edenintth'e: Oral and Written Interpretations of the Yukon's Past, Chapter 3: Before Written Records. Pp. 44-62.

Supplementary:

Booklet: Greg Hare (2011). The Frozen Past: The Yukon Ice Patches.

Week Three: Hunting Practices and Traditions

Required:

Book: Catherine McClellan (1987) Part of the Land, Part of the Water: A History of Yukon Indians, Chapter 7: Living in the Land-Food, Shelter and Clothing. Pp. 116-174.

Supplementary:

Film: NEDAA (2003). Summer of Archaeological Discovery.

<https://www.youtube.com/watch?v=7MdXDieJZs>

Week Four: Kinship and Cultural Identity

Required:

Book: Catherine McClellan (1987) Part of the Land, Part of the Water: A History of Yukon Indians, Chapter 6: Yukon Indian Languages and Chapter 8: Are you a Crow or a Wolf? Traditional Social patterns. Pp. 105-115 and 175-190.

Supplementary:

Microform: White Pass & Yukon Route. (1899). A Collection of Yukon River Indian Legends.

https://archive.org/stream/cihm_14707#page/n5/mode/2up

Theme Two: Trade Networks and Contact

Week Five: Intergroup Trade and Place Names

Required:

Article: Dominique Legros (1984). Trade Practices between the Tlingit and Tutchone Athapaskans in the Nineteenth Century. Pp. 11-24.

Book: Yukon Historical and Museum Association (1995). The Kokhlux Map. Pp. 1-30.

Supplementary:

Website: Yukon Geographical Place Names Board.

http://www.yukonplacenames.ca/YGPNB_flash.html

Week Six: Yukon Fur Trade

Required:

Book: David Neufeld and Frank Norris (1996). The Coastal Tlingit: Trading Trails to the Interior. In, The Chilkoot Trail Heritage Route to the Klondike. Pp. 22-33.

Book: Kenneth Coates (1982). Furs Along the Yukon: Hudson's Bay Company-Native Trade in the Yukon River Basin, 1830-1893. Pp. 50-78.

Supplementary:

Thesis: Jeremy Staveley (2012). Go to the River: Understanding and Experience the Liard Watershed. Pp. 61-82.

Week Seven: Northern Yukon Whaling and Health Epidemics

Required:

Film: Tom Radford (2006). I, Nuligak. An Inuvialuit History of First Contact, Worlds Collide. The Saga of Hershel Island.

Book: Kenneth Coates. Chapter 1: Introduction. In, Best Left as Indian: Native-White Relations in the Yukon Territory, 1840-1973. Pp. 7-14.

Supplementary:

Booklet: Max Friesen (1998). Qikiqtaryuk: Inuvialuit Archaeology on Herschel Island.

Theme Three: Fragmentation

Week Eight: Mining, Law and Justice in the Yukon

Required:

Book: Kenneth Coates and William R. Morrison (2004). Chapter 2: The Heat of the Rush: The Nantuck Brothers. In *Strange Things Done: Murder in Yukon History*. Pp. 14-29.

Book: Helen Dobrowolsky (2003) *Hammerstones: A History of the Tr'ondëk Hwëch'in*. Chapter 3: The Move to Moosehide and Chapter 4: During and After the Gold Rush. Pp. 19-35.

Supplementary:

Website: The Yukon Archives: Klondike Gold Rush.

<http://tc.gov.yk.ca/archives/klondike/en/journey.html>

Week Nine: Yukon's Residential School System

Required:

Film: Northern Native Broadcasting (1995). *Healing the Mission School Syndrome*.

<https://www.youtube.com/watch?v=NI4WQzoDr0o&feature=youtu.be>

Pamphlet: First Nations Programs and Partnerships (2015). *Our Stories of Residential Schools in Yukon and Canada*.

Book: Kenneth Coates (1991). Chapter 6: Religion and the Yukon Indians. In, *Best Left as Indians: Native-White Relations in the Yukon Territory, 1840-1973*. Pp.114-134.

Supplementary:

Website: Truth and Reconciliation Commission of Canada

(<http://www.trc.ca/websites/trcinstitution/index.php?p=3>)

Film: Duane Gastant' Aucion (2008). *My Own Private Lower Post*.

<https://www.youtube.com/watch?v=F8lxQGUqyv8>

Week Ten: The Alaska Highway

Required:

Film: Northern Native Broadcasting (1988). *The Gravel Magnet*.

<https://www.youtube.com/watch?v=BnD2M47ktq4>

Book: Julie Cruikshank (1985). Chapter 13: The Gravel Magnet: Some Social Impacts of the Alaska Highway on Yukon Indians. In, *The Alaska Highway: Papers of the 40th Anniversary Symposium*. Pp. 172-187.

Website: Yukon Archives-The Alaska Highway

<http://www.alaskahighwayarchives.ca/en/index.php>

Supplementary:

Book: Kenneth Coates and William R. Morrison (1995). *Native People and the Alaska Highway*. In, *Consuming Canada: Readings in Environmental History*. Pp. 316-339.

Theme Four: Towards Self-Government

Week Eleven: Resettlement and Resource Development

Required:

Book: Kenneth Coates (1996). Upsetting the Rhythms: The Federal Government and Native Communities in the Yukon Territory, 1945-1973. In, Out of the Background: Readings on Canadian Native History. Pp. 196-209.

Publication: Kenneth Lysyk et al. (1977). Alaska Highway Pipeline Inquiry. Pp. 116-118 and 125-130.

Supplementary:

Publication: Council for Yukon Indians (1993). Umbrella Final Agreement: Chapter 12- Development Assessment. Pp. 101-120.

<http://cyfn.ca/wp-content/uploads/2013/08/umbrella-final-agreement.pdf>

Publication: YESAB (2005). First Nations Participation in Assessments.

<http://www.yesab.ca/documents/FirstNationFactSheetFinal.pdf>

Week Twelve: Land Claims and Self-Government

Required:

Book: Council for Yukon Indians (1977). Together Today for Our Children Tomorrow: A Statement of Grievances and an Approach to Settlement by the Yukon Indian People. Pp. 9-22.

Article: Paul Nadasdy (2012). Boundaries among Kin: Sovereignty, The Modern Treaty Process, and the Rise of Ethno-Territorial Nationalism among Yukon First Nations. Pp. 499-510.

Supplementary:

Book: Kenneth Coates. (1991). Chapter 13: Fighting for Their Place: The Emergence of the Native Land Claims. In, Best Left as Indian: Native-White Relations in the Yukon Territory, 1840-1973. Pp.114-134.

Film: INAC. (2012). Setting Our Course: Yukon First Nations Self-Government.

<http://mappingtheway.ca/stories/setting-our-course-yukon-first-nations-self-government->

Week Thirteen: Reconciliation and Moving Forward

Required:

Article: Dwight Newman (2014). Evolution of Yukon's Aboriginal Law and the Goal of Reconciliation, A 360° Perspective. Pp. 1-11.

Film: Northern Native Broadcasting (1998). The Long Journey Home. Part 1: Strangers in Our Own Land. <https://www.youtube.com/watch?v=TH9Sn6gikm8>

Supplementary:

Film: CBC Series, 8th Fire: At the Cross Roads.

<http://www.cbc.ca/8thfire//2011/11/at-the-crossroads.html>

COURSE OUTLINE

Week	Topics	Assignments Due
Week 1: Sept 6 th -10 th 2017	Setting the Stage for Yukon First Nations History	Weekly Discussion Entry
Week 2: Sept 11 th -17 th 2017	The Precontact Landscape	Weekly Discussion Entry
Week 3: Sept 18 th -24 th 2017	Hunting Practices and Traditions	Weekly Discussion Entry; Oral History Application and Consent Form
Week 4: Sept 25 th - Oct 1 st 2017	Kinship and Cultural Identity	Weekly Discussion Entry; Theme 1 Response
Week 5: Oct 2 nd - 8 th 2017	Intergroup Trade and Place Names	Weekly Discussion Entry; Oral History Transcription
Week 6: Oct 9 th - 15 th 2017	Yukon Fur Trade	Weekly Discussion Entry
Week 7: Oct 16 th - 22 nd 2017	Northern Yukon Whaling and Health Epidemics	Weekly Discussion Entry; Theme 2 Response Due; Oral History Summary
Week 8: Oct 23 rd - 29 th 2017	Mining, Law and Justice in the Yukon	Weekly Discussion Entry; Research Paper Outline
Week 9: Oct 30 th - Nov 5 th 2017	Yukon's Residential School System	Weekly Discussion Entry
Week 10: Nov 6 th -12 th 2017	The Alaska Highway	Weekly Discussion Entry; Theme 3 Response
Week 11: Nov 13 th - 19 th 2017	Resettlement and Resource Development	Weekly Discussion Entry
Week 12: Nov 20 th -26 th 2017	Land Claims and Self-Government	Weekly Discussion Entry; Final Research Paper
Week 13: Nov 27 th -Dec 3 rd 2017	Reconciliation and Moving Forward	Theme 4 Response