



School of Arts & Science
HUMANITIES DEPARTMENT
HIST 218-01
First Nations Images in Media
Winter 2007

COURSE OUTLINE

The Approved Course Description is available on the web @
<http://www.camosun.bc.ca/calendar/current/web/#HIST>

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Dr. Larry Hannant		
(b)	Office Hours:	Wednesday 10:30am -12:20pm; Thursday 2:00pm – 5:00pm; Friday 10:30am-12:20pm		
(c)	Location:	Young 232		
(d)	Phone:	370-3389	Alternative Phone:	
(e)	Email:	hannant@camosun.bc.ca		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Examine how film, documentaries, animated features and shorts, videos, and television create images which play a key role in shaping popular culture.
2. Trace the development of the images in these media of First Nations peoples over the last 100 years.
3. Examine how First Nations people have both accepted and opposed the popular images conveyed in these media. Students will identify processes by which non-First Nations concepts have affected First Nations identity, consciousness, and culture, both on a collective and personal level.
4. Explore adaptive strategies and other responses developed by First Nations peoples--in their daily lives, their writing, and the creation of their own films--to deal with the stereotyping developed by these media.
5. Develop research, writing, and communication skills in order to analyze, review, and evaluate the technical and ideological points of view embedded in these media, as well as to respond to them from their First Nations' point of view.

3. Required Materials

History 218 Reading Package 2007 edition – in bookstore

4. Course Content and Schedule

DATE	TOPIC AND REQUIRED READINGS
Jan. 9	Introduction
Jan. 11	Library orientation
Jan. 16	View <i>Representation and the Media</i>
Jan. 18	View <i>Shooting Indians</i> (trial one-page paper; not for marks)
Jan. 23	North American settler societies and aboriginal people
Jan. 25	Discussion: Topic 1 – What are media?
Jan. 30	Aboriginal people in art View <i>Visions from the Wilderness: The Art of Paul Kane</i> (2001) (one page paper on this film)
Feb. 1	Discussion: Topic 2 – Artistic images of aboriginal people
Feb. 6	Aboriginal people in pageants and advertising
Feb. 8	Reading break – no class
Feb. 13	Film history and aboriginal people; view <i>Paleface</i> (1921) (one page paper on this film)
Feb. 15	Discussion Topic 3 – Aboriginal people in 19 th century pageants
Feb. 20	Film and salvage anthropology; view <i>Nanook of the North</i> (1922) (one page paper on this film)
Feb. 22	Discussion: Topic 4 – 19 th century newspaper portrayals of aboriginal people
Feb. 27	The colonial era; view <i>Black Robe</i> (1991) (one page paper)
Mar. 1	Discussion: Topic 5 – the colonial era
Mar. 6	Lecture on the Hollywood Western, the Canadian “Western” and the 19 th century interaction of Natives and settlers in Canada and the USA
Mar. 8	Lecture on the Hollywood Western, the Canadian “Western” and the 19 th century interaction of Natives and settlers in Canada and the USA, continued
NOTE: Mar. 12 is the last day to withdraw without a failing grade	
Mar. 13	View <i>The Searchers</i> (1956) (one-page paper)

- Mar. 15 Discussion: Topic 6 – The Hollywood western
- Mar. 20 Lecture on North American aboriginal people in the 1960s and 1970s
- Mar. 22 Discussion: Topic 7 – “Playing Indians”
- Mar. 27 Aboriginal self-image in film; view *Smoke Signals* (1998)
(one page paper)
- Mar. 29 Discussion: Topic 8 – *Smoke Signals*
- Apr. 3 Canadian television in the 1960s; view *Sarah’s Copper* (1966)
(one page paper)
- Apr. 5 Discussion: Topic 9 – Contemporary news coverage
- Apr. 10 Television news coverage
- Apr. 12 Review

DISCUSSIONS:

Beginning on Thursday, January 25, and on Thursdays throughout the term **as indicated in your course outline**, we will have discussion sessions. Please ensure that you attend every session and join in the discussion.

The aim of these sessions is to have a wide-ranging, informal discussion based on the films you have seen and on readings from the discussion reading package. Keep in mind that pertinent questions are often very useful. Don’t be intimidated if the meaning of some of the reading material is not clear to you. Write down some questions about what you don’t grasp and think about possible answers to them. Bring them to class and share them with everyone.

Keep in mind that you cannot expect to earn a passing grade for the discussion portion of the mark without participating regularly in the sessions. You will be judged on the frequency and quality of your contributions. **Attendance alone does not constitute participation.**

5. Basis of Student Assessment (Weighting)

Discussion participation	15%
One page essays (7 in total)	20%
Essay plan (due Feb. 6)	10%
Essay (due March 27)	30%
Final exam (essay - take home)	<u>25%</u>
Total	100%

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
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95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism.**
It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

8. Your responsibility

History 108 is a university level course, directly applicable to a university degree. So you must be prepared to perform at a university standard. This requires initiative and effort on your part. Specifically, you must:

- 1) attend class regularly
- 2) keep up with the weekly readings in the textbook and discussion reading book
- 3) think carefully about what is written in these sources and discussed in class
- 4) show evidence, in discussion and exams, that you have grasped the facts and concepts from lectures and discussion

The following is one academic's assessment, based on his experience and research, of the correlation between student performance and practice. **Where do you fit?**

The "A" Student – An Outstanding Student

Attendance: "A" students have virtually perfect attendance. Their commitment to the class resembles that of the teacher.

Preparation: "A" students are prepared for class. They always read the assignment. Their attention to detail is such that they occasionally catch the teacher in a mistake.

Curiosity: "A" students show interest in the class and in the subject. They look up or dig out what they don't understand. They often ask interesting questions or make thoughtful comments.

Retention: "A" students have retentive minds. They are able to connect past learning with the present. They bring a background with them to class.

Attitude: "A" students have a winning attitude. They have both the determination and the self-discipline necessary for success. They show initiative. They do things they have not been told to do.

Talent: "A" students have something special. It may be exceptional intelligence and insight. It may be unusual creativity, organizational skills, commitment – or a combination thereof.

Results: "A" students make high grades on tests—usually the highest in the class.

The "C" Student – An Average or Typical Student

Attendance: "C" students miss class frequently. They put other priorities [including outside employment] ahead of academic work.

Preparation: "C" students prepare their assignments consistently but in a mechanical manner. Their work may be sloppy or careless. At times, it is incomplete or late.

Attitude: "C" students are not visibly committed to the class. They participate without enthusiasm. Their body language often expresses boredom.

Talent: "C" students vary enormously in talent. Some have exceptional ability but show undeniable signs of poor self-management or bad attitudes. Others are diligent but simply average in academic ability.

Result: “C” students obtain mediocre or inconsistent results on tests. They have some concept of what is going on but clearly have not mastered the material.

Excerpts from “Clarifying Grade Expectations,” John H. Williams, 7, 7, August/September, 1993, *The Teaching Professor*, p. 1.